

Academy of Arts and Knowledge
aka Northern Colorado Academy of Arts and Knowledge
4800 Wheaton Drive, Fort Collins, CO 80525

Board Meeting Agenda for Wednesday,
October 26, 2022 at 6:30pm

[Zoom Link](#)

Passcode: AAK

I. OPENING SECTION

- A. Call to Order
- B. Board Members in attendance:
Kornfeld () Shapland () Simmons () Bowers ()
- C. Approval of Agenda
Motion by: _____ Seconded by:
Kornfeld () Shapland () Simmons () Bowers ()

II. REPORTS

- A. Secretary Report
-Approval of minutes for Sept Board minutes
Motion by: _____ Seconded by:
Kornfeld () Shapland () Simmons () Bowers ()
- B. Executive Summary
-Prelim CARS and UIP attached
- C. Treasurer Report
-Approval of 1st quarter financials
Motion by: _____ Seconded by:
Kornfeld () Shapland () Simmons () Bowers ()
-Draft Revised Budget Review

III. BUSINESS

- A. Assessment Policy
-Approval of Assessment Policy
Motion by: _____ Seconded by:
Kornfeld () Shapland () Simmons () Bowers ()
- B. Board Subcommittees and Sanctioned Organizations Policy
-Approval of Board Subcommittees and Sanctioned Organizations Policy
Motion by: _____ Seconded by:
Kornfeld () Shapland () Simmons () Bowers ()
- C. CLCS Conference
- D. Facility Discussion

IV. CLOSING SECTION

- A. Next Meeting Date: 2022 Nov _____ at ____pm
- B. Adjourned at

10.26.22 Executive Summary

Reporting:

- Amanda Woods, Registrar - AAK
- Hazel Velez, Site Coordinator, Community Learning Center - AAK
- Shannon Gossard, Director of Business & Operations - MEG

ACADEMIC

Accountability

- UIP Submitted

Curriculum/Arts-Integration

- Benchmark Workshop Professional Development will be provided in the spring.
- Showcase is scheduled for November 16th 5:30-6:30

CULTURE

PTA

- New President: Jenn Wright
- Start fundraising to support teachers
- Look into ways to have ongoing fundraising for the school
- Will be up for official approval in November board meeting after proposed policy is voted on today

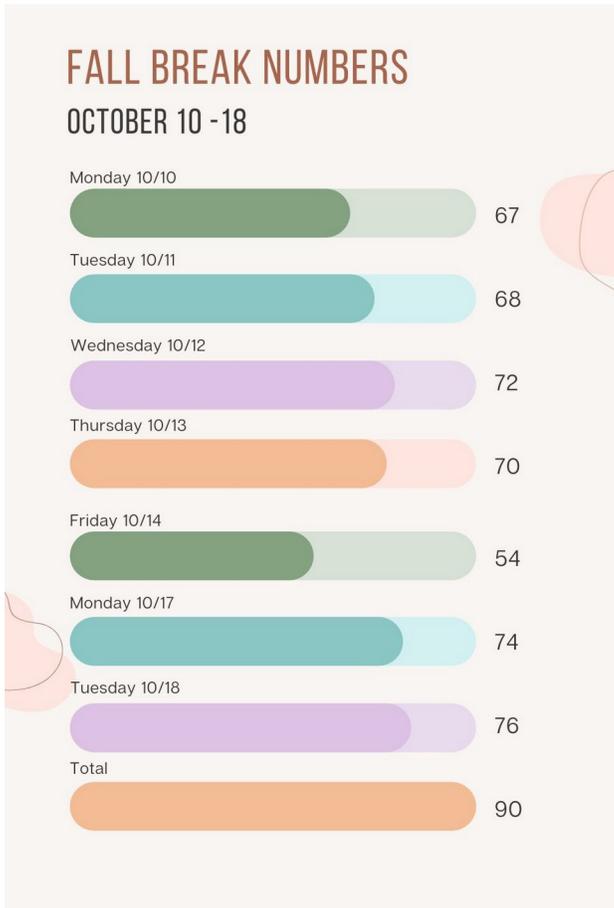
Community Engagement

- 3 Students have artwork selected for the bus stops in town
- Documentary with MOCA on our mask project
- Open House scheduled for November 1st Open Enrollment

COMMUNITY LEARNING CENTER (CLC)

- Ongoing interviews to fill the position for Morning CLC
- Student Parent had a conversation with me about having some connections for buses and drivers!
- A conference was attended for the 21st Grant

- I am in awe at the ongoing support and resilience of this team and stepping up while I was out.
- Successful Fall Break!
 - We divided into Harry Potter Houses and did Battle of Houses
 - Students got the chance to earn House Points based off positive behavior and House Battles



- Reflection on Break
 - Thinking about adding a cut-off time for Drop-Off

STAFFING

- Cassidy, new custodian
- New subs!

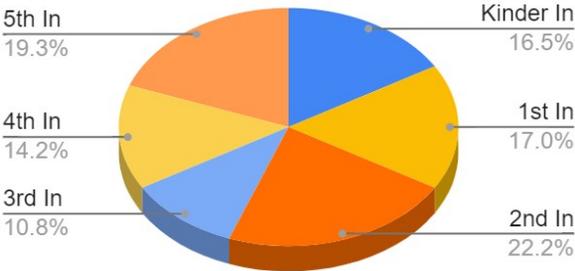
ENROLLMENT

We are getting a few calls a week asking about 23/24 enrollment. Nichole has given several tours for those families. We are hosting an Open House on November 1st for families prior to Open Enrollment.

	Eligible Students	Re-Enrolled	Not Re-Enrolling	UNS URE	New Applicants	Complete Apps	Declined Enrollment	Potential Final Enrollment	Actual Final Enrollment	21-22 Actual	Max Per Grade	Potential Openings Remaining	Actual Openings Remaining	
1/2 K								0	1	0	0	0	0	1/2 K
Full K					54	34	10	44	29	32	50	6	17	Full K
1st	35	26	8	0	19	4	5	41	31	28	50	9	20	1st
2nd	31	31	2	0	15	7	3	41	36	21	50	9	12	2nd
3rd	21	15	5	0	12	5	1	27	17	22	25	-2	5	3rd
4th	21	19	3	0	9	4	0	27	25	31	25	-2	2	4th
5th	34	30	3	0	8	3	2	37	33	17	30	-7	-3	5th
HS								0	4	1	0	0	0	HS
Headcount	142	121	21	0	117	57	21	217	176	152	230	13	52	Headcount
FTE	142	121	21	0	117	57	21	217	173.5	151.5	230	13	52	FTE

Enrollment 21/22	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Kinder In	33	3	1			2	1			
Kinder Out	-1	-1	-1		-2					
1st In	30	2	1	2		1	1			
1st Out	-5		-1							
2nd In	20			1		1	1			
2nd Out	-1		-1		-1					
3rd In	24	2	1			1			1	

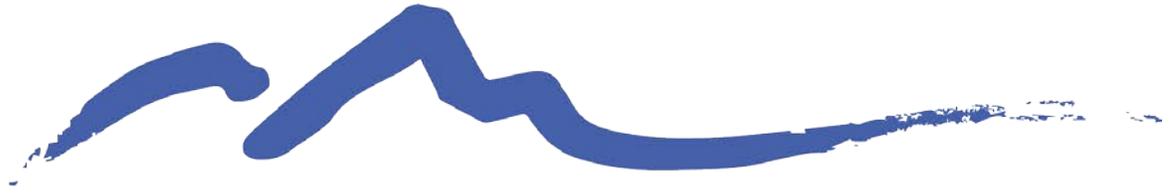
4th Out										
5th In	34									
5th Out	-1									
Monthly Enrollment	176	177	176	176	176	176	176	176	176	
Total In	176									
Total out	0									



FINANCE/OPERATIONS

Please see attached draft revised budget for review.

Open Enrollment is approaching. We do not have final numbers from InTandem yet but will have them prior to the next board meeting. The intent is to continue to cover the lowest plan at 100%. There were nominal decreases to our EAP and our Dental and Vision did not see any increases.



Colorado Charter School Institute
Annual Review of Schools (CARS) Report
2021-2022

Academy of Arts & Knowledge



Expanding Frontiers in Public Education

1600 Broadway Ste. 1250 Denver, CO 80202 • P: 303.866.3299 • F: 303.866.2530 • www.csi.state.co.us

Academy of Arts & Knowledge Overview

Year Opened/Transferred: 2006-2007

Grades Served: K-5

School Model: Arts integration

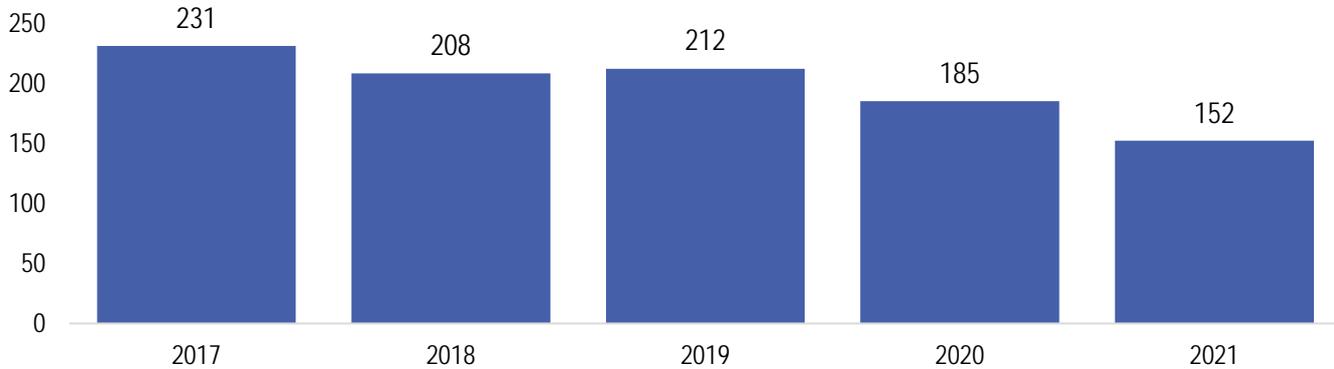
Town/City: Fort Collins

District of Residence: Poudre R-1

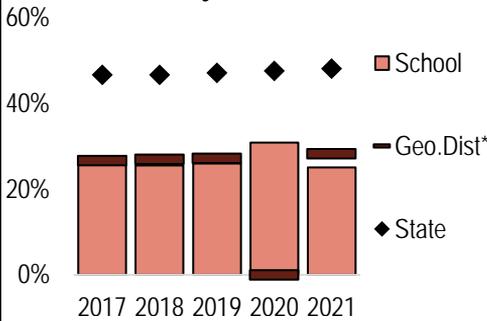
Original Application Type: New School

Enrollment and Student Demographics over Time					
October Student Counts	2017	2018	2019	2020	2021
Enrollment Over Time	231	208	212	185	152
F/R Lunch	31.6%	36.1%	42.5%	43.8%	42.8%
Minority	27.3%	25.5%	25.9%	30.8%	25.0%
IEP	4.3%	6.7%	7.1%	9.2%	7.2%
EL	3.0%	3.4%	2.8%	2.7%	2.6%
Gifted	6.9%	1.9%	0.5%	2.2%	1.3%
504	3.5%	2.9%	2.4%	1.1%	2.6%

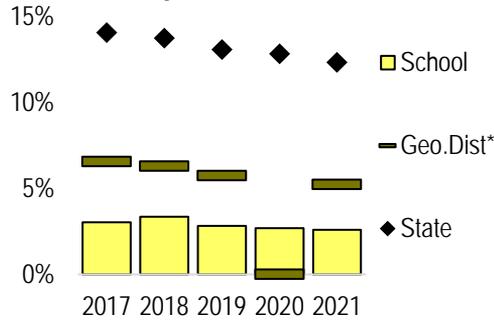
Enrollment over Time



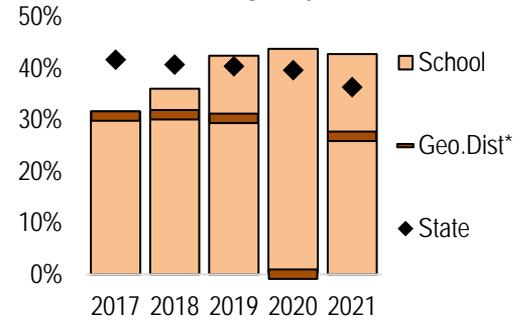
Minority Students



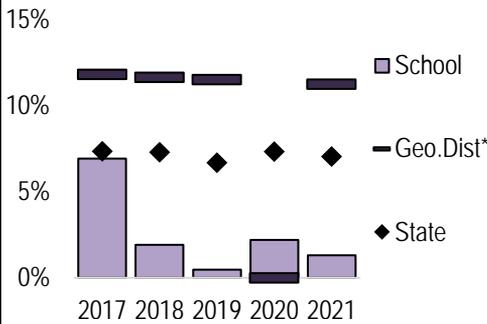
English Learners



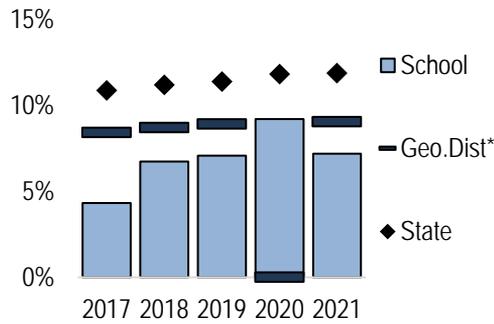
Lunch Eligibility



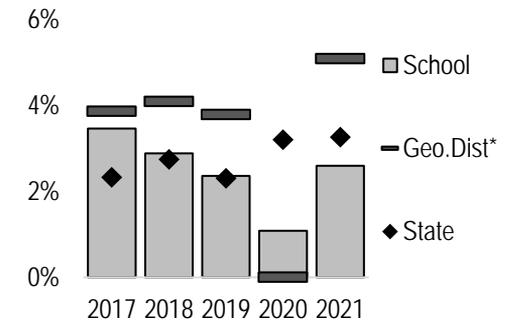
Gifted Students



Students with Disabilities



Students with a 504



Note on Data Source: Demographic data included in CARS comes from the annual student October Count files.

*Geo.Dist refers to the district in which your school is located (your school's geographic district).

English Language Arts Achievement

CMAS ELA: School Status, Trends, and Local Comparison Tables

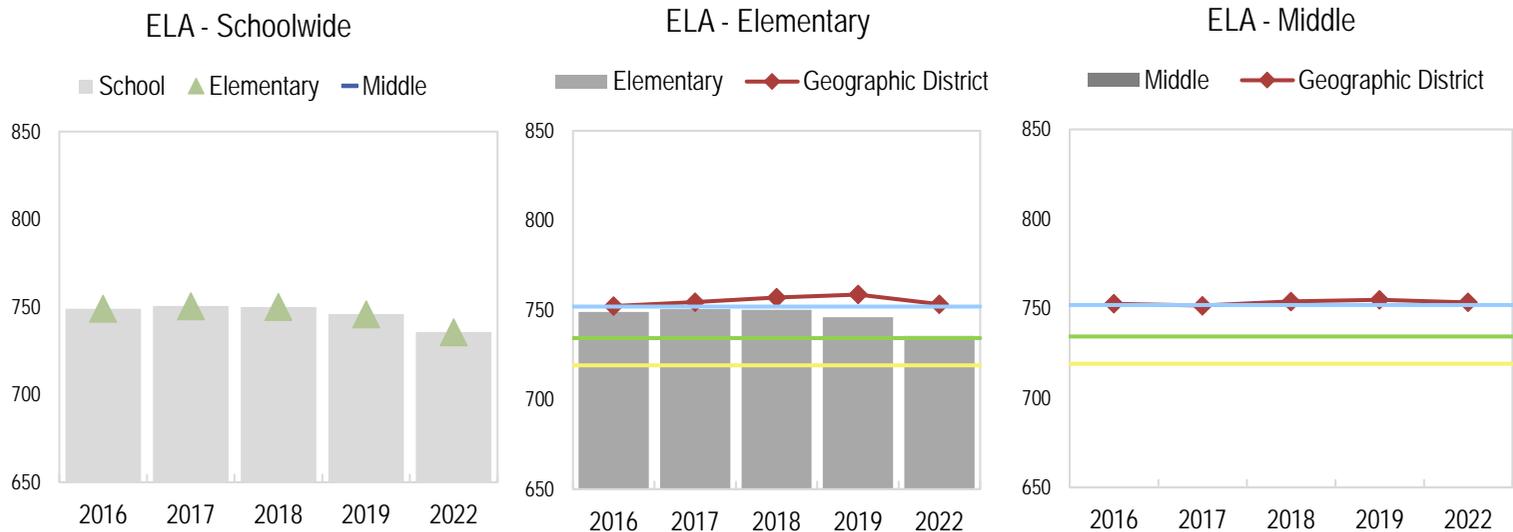
-How are students achieving on state assessments in English Language Arts over time?

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS								
3	32	760	28	751	29	734	29	736	20	717
4	35	746	35	757	26	763	25	750	28	748
5	34	742	30	742	36	754	30	752	16	737
Elementary	101	749	93	751	91	750	84	746	64	736
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	101	749	93	751	91	750	84	746	64	736

Geographic District Achievement over Time in ELA										
CMAS ELA	2016		2017		2018		2019		2022	
Grade/Level	N	MSS								
3	2,161	748	2,157	751	2,188	753	2,080	753	1,971	749
4	2,225	755	2,160	756	2,203	760	2,217	761	2,018	753
5	2,076	754	2,252	756	2,198	758	2,229	761	2,006	758
Elementary	6,462	752	6,569	754	6,591	757	6,526	759	5,998	753
6	2,059	751	2,009	750	2,179	753	2,173	754	1,866	753
7	1,877	754	1,925	751	1,957	755	2,105	755	1,819	752
8	1,692	754	1,697	754	1,849	754	1,801	756	1,613	756
Middle	5,628	753	5,631	752	5,983	754	6,079	755	5,295	753
Overall	13,201	752	13,269	753	12,574	755	12,605	757	11,293	753

CMAS ELA: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the EBRW state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 13.4 scale score points. Since last school year, overall mean scale score decreased by 10.3 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 17.7 scale score points.

English Language Arts Subgroup Achievement

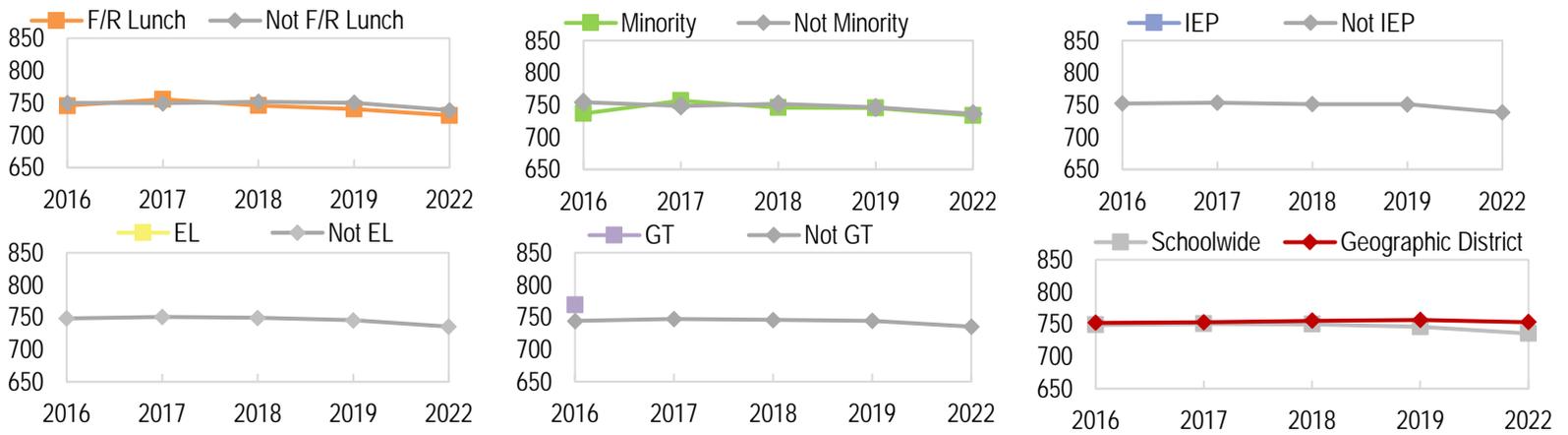
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in English Language Arts over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

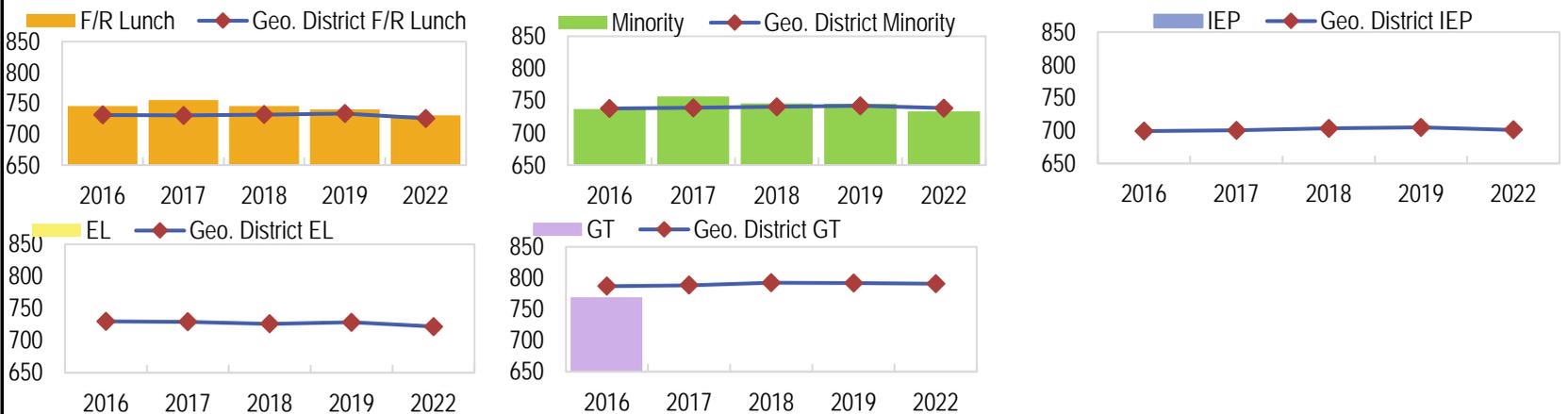
Subgroup Achievement Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	745.6	755.4	745.8	740.5	730.6
	N	749.9	749.4	751.6	750.2	738.7
Minority	Y	736.9	756.7	745.9	745.5	733.6
	N	754.3	748.5	751.6	746.1	736.3
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	752.5	753.5	751.3	751.0	738.3
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	748.5	750.6	749.1	745.3	735.6
GT	Y	769.3	n<16	n<16	n<16	n<16
	N	744.2	747.3	745.7	744.4	735.4
Schoolwide		749	751	750	746	736

Geographic District Gap Trends over Time in ELA						
CMAS ELA		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	731.3	730.5	731.8	733.5	725.8
	N	762.0	761.7	765.0	765.8	761.3
Minority	Y	737.9	739.0	740.5	742.1	738.6
	N	757.2	757.8	760.7	761.8	758.6
IEP	Y	699.3	700.5	703.4	705.0	701.2
	N	756.7	757.5	759.9	760.8	757.5
EL	Y	729.9	729.3	726.2	728.3	721.9
	N	754.6	755.5	758.3	759.5	756.2
GT	Y	786.9	788.4	792.5	791.9	790.7
	N	745.0	746.3	748.2	749.6	746.7
Geographic District		752	753	755	757	753

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, non-minority students outperformed their minority peers, overall, Poudre R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: minority, - additional details are available in the graphs.

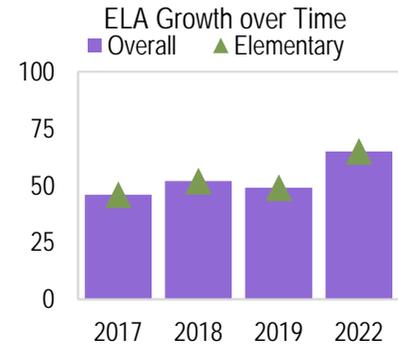
Exceeds	Approaching
Meets	Does Not Meet

English Language Arts Growth

CMAS ELA: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

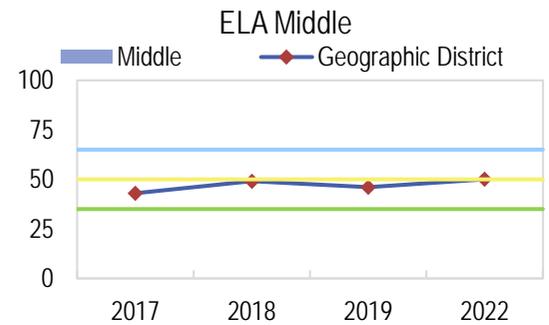
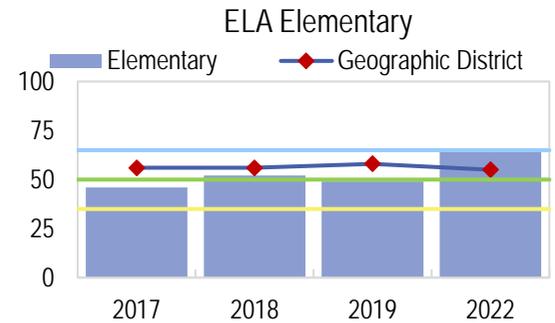
Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	31	50.0	23	53.0	23	60.0	25	65.0
5	28	36.5	30	45.0	27	35.0	--	--
Elementary	59	46.0	53	52.0	50	49.0	25	65.0
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--
Overall	59	46.0	53	52.0	50	49.0	25	65.0



CMAS ELA: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in ELA								
CMAS ELA	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,036	59.0	2,062	59.0	2,083	61.0	1,657	55.0
5	2,110	53.0	2,065	53.0	2,131	55.0	--	--
Elementary	4,146	56.0	4,129	56.0	4,214	58.0	1,657	55.0
6	1,884	42.5	2,045	48.0	2,042	46.0	1,557	47.0
7	1,785	41.0	1,780	48.0	1,965	45.0	--	--
8	1,534	45.0	1,647	50.0	1,665	47.0	1,318	55.0
Middle	5,203	43.0	5,472	49.0	5,672	46.0	2,875	50.0
Overall	10,277	49.0	9,601	52.0	9,886	51.0	4,532	52.0

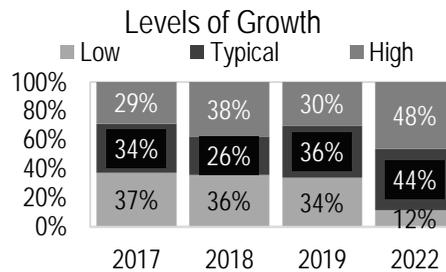


Growth Status and Local Comparison Narrative
 The graphs show schoolwide growth on the ELA state assessment. From 2017 to 2022, overall student growth increased. Since last year, student growth increased by 16 percentile points. In 2022, overall student growth exceeded state expectations and was above the geo. district. Overall student growth for the geo. district has increased over time.

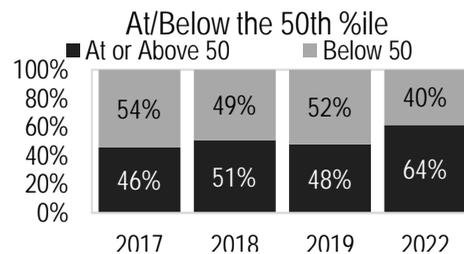
CMAS ELA: Levels of Growth Tables and Graphs

-How is student growth distributed across growth levels over time?

ELA Levels of Growth				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
Low (below 35)	37%	36%	34%	12%
Typical (35-65)	34%	26%	36%	44%
High (above 65)	29%	38%	30%	48%



ELA At/Below 50th %ile				
CMAS ELA	%Students			
Category	2017	2018	2019	2022
At or Above 50	46%	51%	48%	64%
Below 50	54%	49%	52%	40%



Levels of Growth Narrative
 Students with low growth rates, categorized as students with a median growth percentile (MGP) below 35, account for 12% of students with growth scores (students in fourth through eighth grades) while students with high growth rates, categorized as students with a MGP above 65, account for 48% of students. The percent of students at or above the 50th percentile has increased from last year (48% to 64%). Since 2017, the percent of students at or above the 50th percentile has increased (46% to 64%).

Exceeds Meets Approaching Does Not Meet

English Language Arts Subgroup Growth

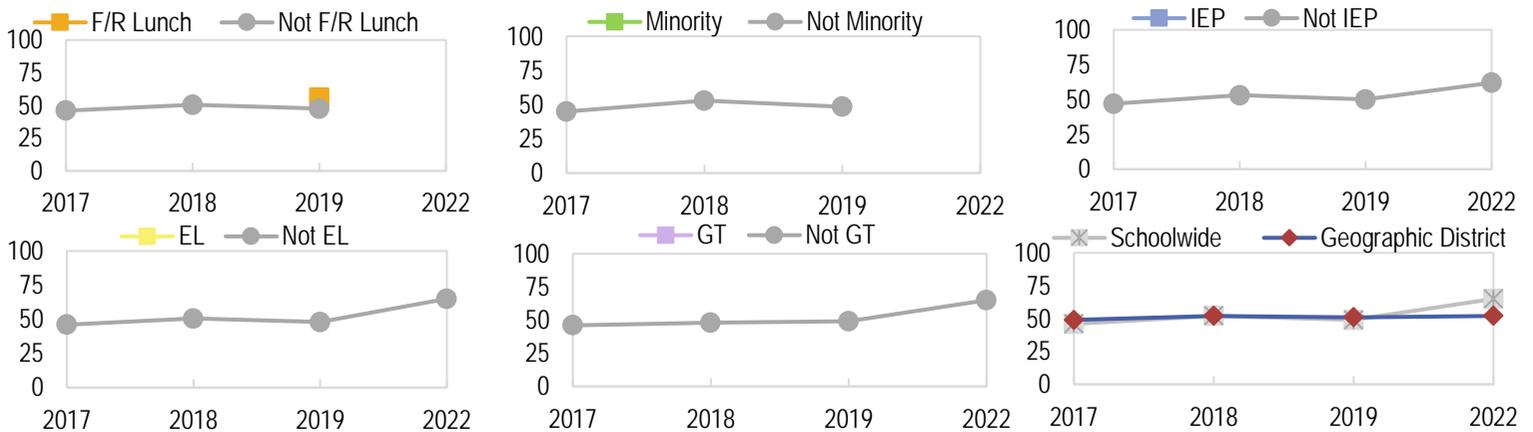
CMAS ELA: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in English Language Arts over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

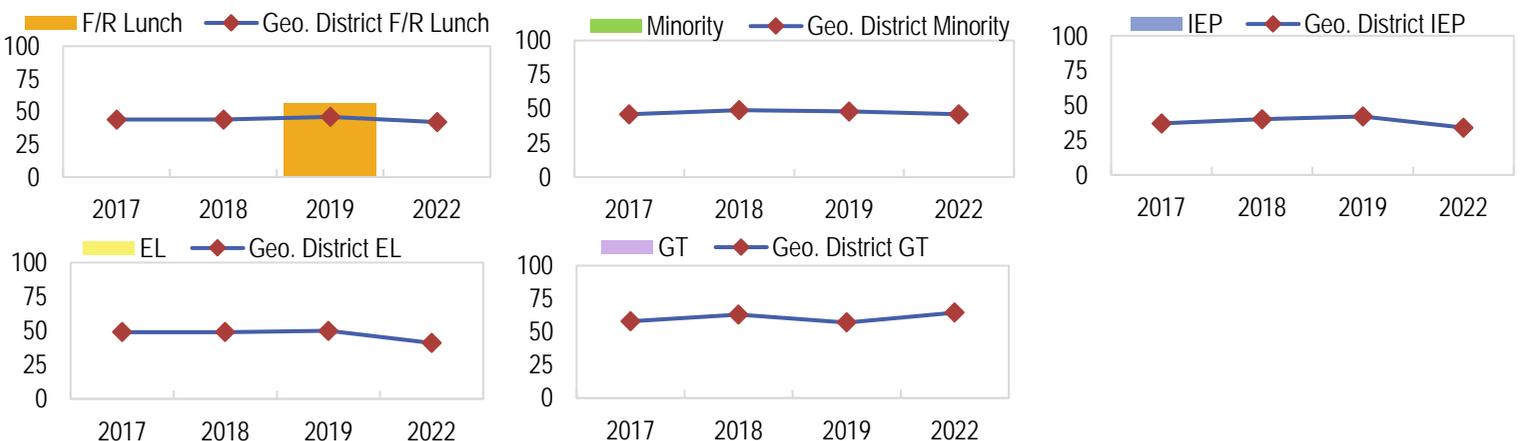
Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	56.0	n<20
	N	46.0	50.5	47.5	n<20
Minority	Y	n<20	n<20	n<20	n<20
	N	45.0	53.0	48.5	n<20
IEP	Y	n<20	n<20	n<20	n<20
	N	47.0	53.0	50.0	62.0
EL	Y	n<20	n<20	n<20	n<20
	N	46.0	50.5	48.0	65.0
GT	Y	n<20	n<20	n<20	n<20
	N	46.0	48.0	49.0	65.0
Schoolwide		46.0	52.0	49.0	65.0

Subgroup Growth Gap Trends over Time in ELA					
CMAS ELA		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	44.0	44.0	46.0	42.0
	N	51.0	55.0	53.0	55.0
Minority	Y	46.0	49.0	48.0	46.0
	N	50.0	53.0	52.0	54.0
IEP	Y	37.0	40.0	42.0	34.0
	N	50.0	53.0	52.0	54.0
EL	Y	49.0	49.0	50.0	41.0
	N	49.0	52.0	51.0	53.0
GT	Y	58.0	63.0	57.0	64.5
	N	47.0	49.0	49.0	49.0
Geographic District		49.0	52.0	51.0	52.0

CMAS ELA: Subgroup Status and Gap Trends Graphs



CMAS ELA: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the ELA state assessment over time. CMAS results show overall, the school outperformed Poudre R-1. In 2022, the following subgroups outperformed the geo. district: - additional details are available in the graphs.

Mathematics Achievement

CMAS Math: School Status, Trends, and Local Comparison Tables

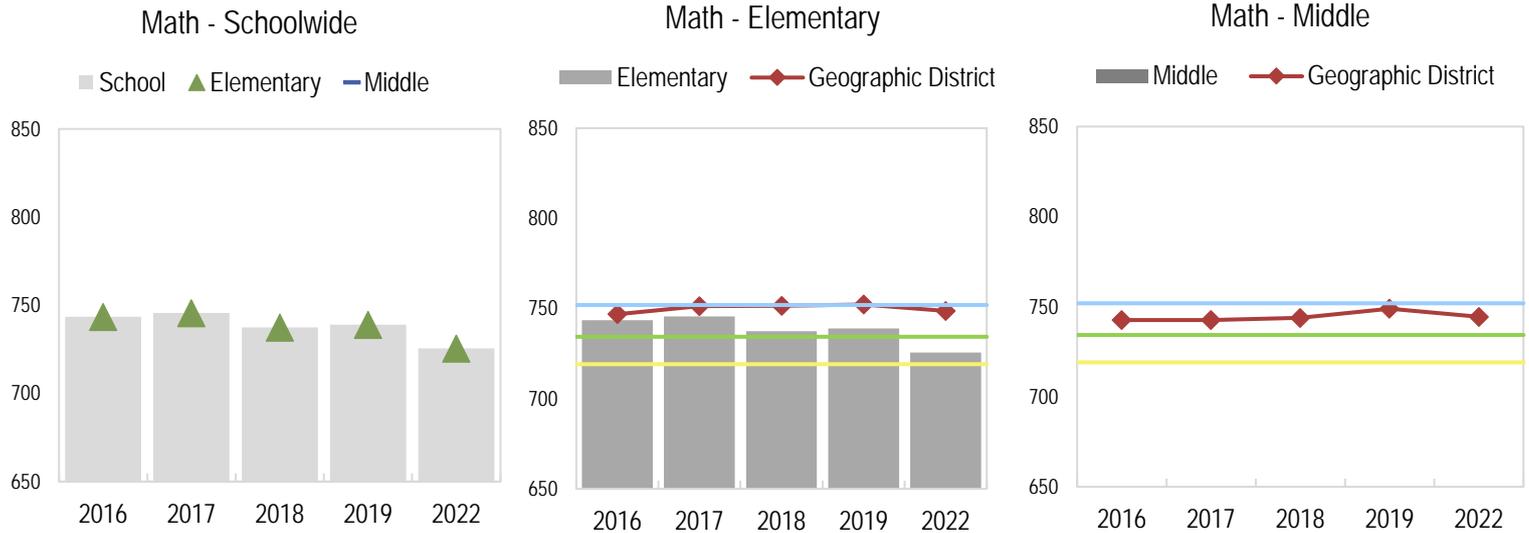
-How are students achieving on state assessments in Mathematics over time?

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
	N	MSS								
3	32	773	29	759	31	735	29	732	20	722
4	35	730	34	745	26	756	25	742	29	733
5	34	729	30	733	36	726	30	743	16	717
Elementary	101	743	93	746	93	737	84	739	65	726
6	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--	--	--
Overall	101	743	93	746	93	737	84	739	65	726

Geographic District Achievement over Time in Math										
CMAS Math	2016		2017		2018		2019		2022	
	N	MSS								
3	2,159	747	2,160	755	2,193	753	2,089	753	1,978	749
4	2,227	746	2,165	750	2,204	750	2,219	750	2,029	746
5	2,075	747	2,251	749	2,213	752	2,234	754	2,010	751
Elementary	6,461	747	6,576	751	6,612	752	6,542	752	6,020	749
6	2,072	744	2,026	744	2,196	743	2,180	747	1,857	741
7	1,892	743	1,937	743	1,971	745	2,113	746	1,807	742
8	1,692	740	1,706	741	1,859	743	1,811	754	1,596	751
Middle	5,656	743	5,669	743	6,024	744	6,104	749	5,257	744
Overall	13,230	744	13,313	747	12,636	748	12,646	751	11,277	747

CMAS Math: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

The graphs above show schoolwide performance on the Math state assessment over time disaggregated by grade and class level. From 2016 to 2022, overall student achievement decreased by 17.9 scale score points. Since last school year, overall mean scale score decreased by 13.5 scale score points. The graphs on the bottom half of the page show the performance of the school in comparison to the geographic district (Poudre R-1) for the past five years. Overall, the school performs lower than their geo. district by 21.1 scale score points.

Mathematics Subgroup Achievement

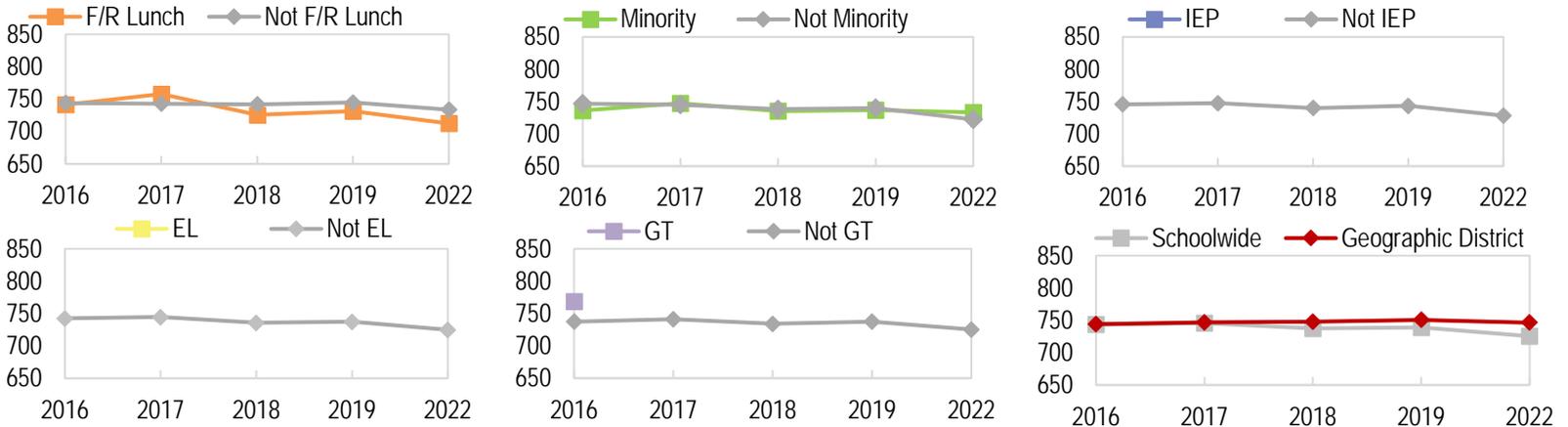
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Mathematics over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

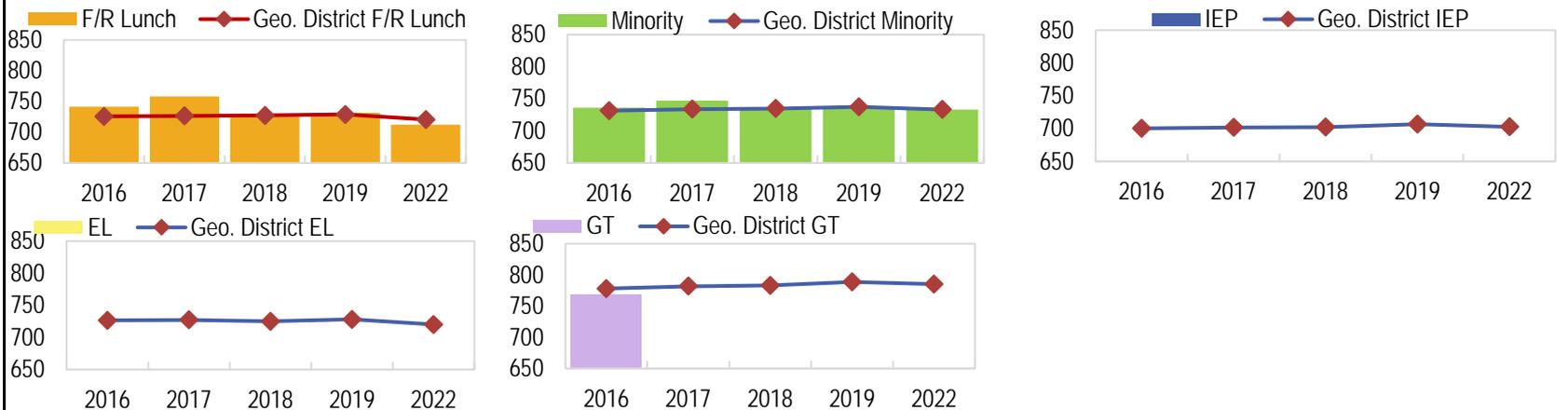
Subgroup Achievement Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	741.4	757.9	725.7	731.5	712.5
	N	744.0	743.1	741.9	744.9	733.7
Minority	Y	736.0	747.4	735.4	736.8	733.3
	N	746.7	745.1	738.1	740.0	722.3
IEP	Y	n<16	n<16	n<16	n<16	n<16
	N	745.7	747.6	739.9	743.3	728.3
EL	Y	n<16	n<16	n<16	n<16	n<16
	N	742.6	744.8	736.0	737.3	725.0
GT	Y	768.6	n<16	n<16	n<16	n<16
	N	737.6	741.2	734.1	737.5	725.3
Schoolwide		743	746	737	739	726

Geographic District Gap Trends over Time in Math						
CMAS Math		2016	2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS	MSS
F/R Lunch	Y	725.7	726.5	727.2	729.0	720.6
	N	752.9	754.7	756.2	759.0	754.1
Minority	Y	731.5	733.9	734.8	737.4	733.3
	N	748.7	751.2	752.4	755.2	751.4
IEP	Y	700.3	701.8	702.3	706.7	702.8
	N	747.9	750.6	751.7	754.1	750.1
EL	Y	726.5	727.3	725.1	728.2	720.1
	N	746.1	748.9	750.1	752.8	749.1
GT	Y	778.1	781.8	783.3	788.7	785.3
	N	737.2	740.3	741.0	742.9	739.8
Geographic District		744	747	748	751	747

CMAS Math: Subgroup Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

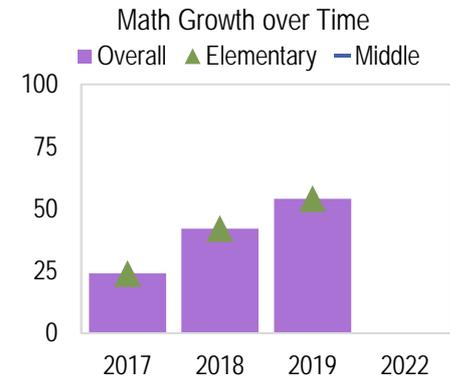
The graphs above show the performance of student subgroups on the Math state assessment over time. CMAS results show non-FRL students outperformed their FRL peers, minority students outperformed their non-minority peers, overall, Poudre R-1 outperformed the school. In 2022, the following geo. district subgroups outperformed subgroups in the school: FRL, - additional details are available in the graphs.

Mathematics Growth

CMAS Math: School Status and Trends Tables and Graphs

-Are students making sufficient growth on state assessments over time?

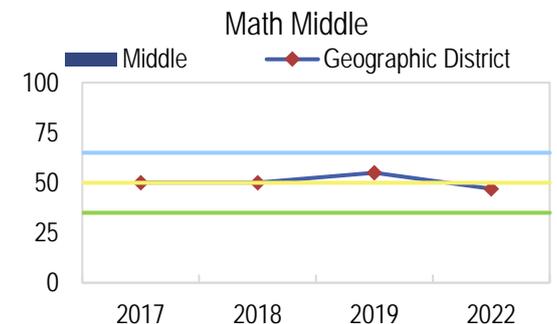
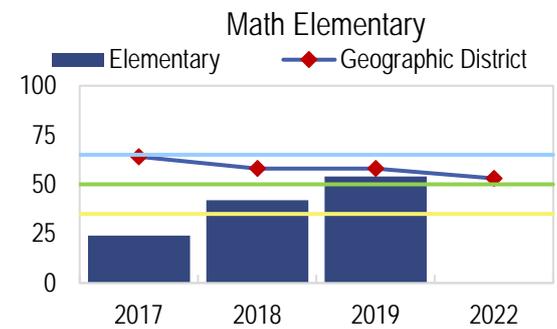
Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	30	15.5	24	63.5	25	72.0	--	--
5	28	34.0	29	28.0	28	38.0	n < 20	--
Elementary	58	24.0	53	42.0	53	54.0	n < 20	--
6	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--
Middle	--	--	--	--	--	--	--	--
Overall	58	24.0	53	42.0	53	54.0	n < 20	--



CMAS Math: Local Comparison Tables and Graphs

-How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Geographic District Growth over Time in Math								
CMAS Math	2017		2018		2019		2022	
Grade/Level	N	MGP	N	MGP	N	MGP	N	MGP
4	2,059	66.0	2,076	58.0	2,111	61.0	--	--
5	2,110	61.0	2,074	57.0	2,129	55.0	1,656	53.0
Elementary	4,169	64.0	4,152	58.0	4,240	58.0	1,656	53.0
6	1,892	48.0	2,050	45.0	2,045	54.0	--	--
7	1,801	49.0	1,487	54.0	1,978	54.0	1,526	47.0
8	1,537	52.0	1,310	54.0	1,385	57.0	--	--
Middle	5,230	50.0	4,847	50.0	5,408	55.0	1,526	47.0
Overall	9,924	55.0	8,999	54.0	9,648	56.0	3,182	50.0

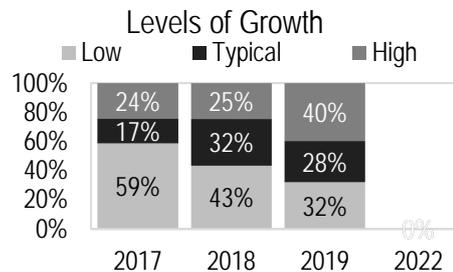


Growth Status and Local Comparison Narrative	
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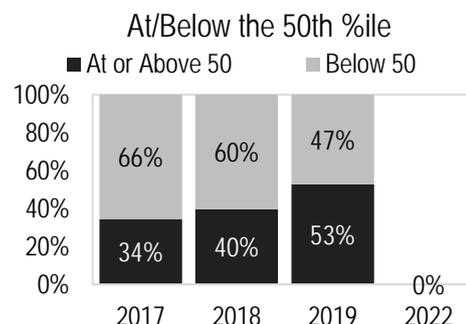
CMAS Math: Levels of Growth Tables and Graphs

-How is student growth distributed across growth levels over time?

Math Levels of Growth				
CMAS Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	59%	43%	32%	--
Typical (35-65)	17%	32%	28%	--
High (above 65)	24%	25%	40%	--



Math At/Below 50th %ile				
CMAS Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	34%	40%	53%	--
Below 50	66%	60%	47%	--



Levels of Growth Narrative	
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Mathematics Subgroup Growth

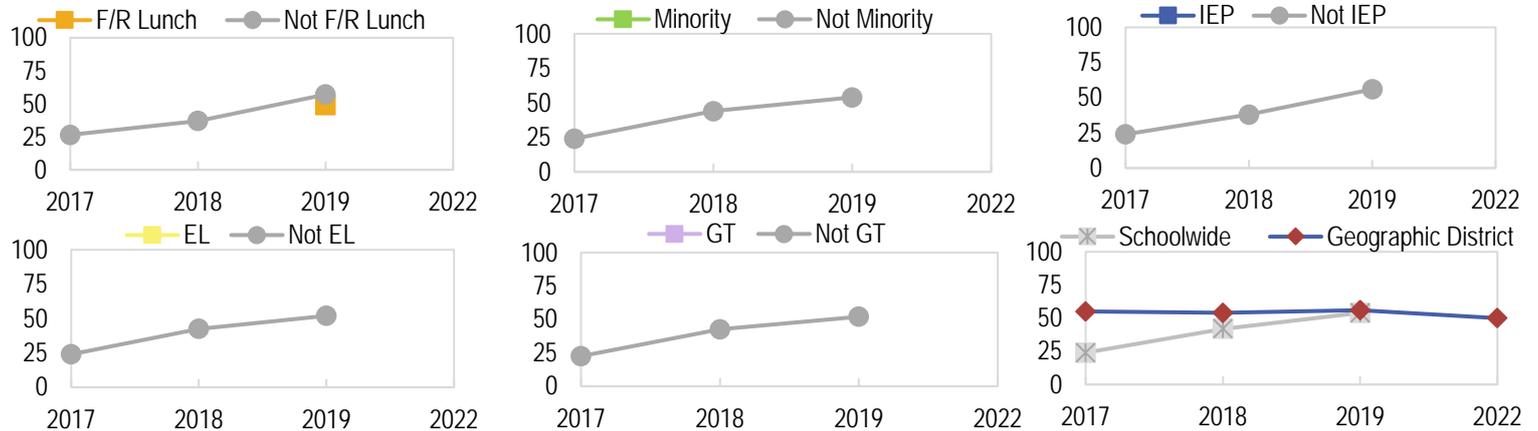
CMAS Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Mathematics over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

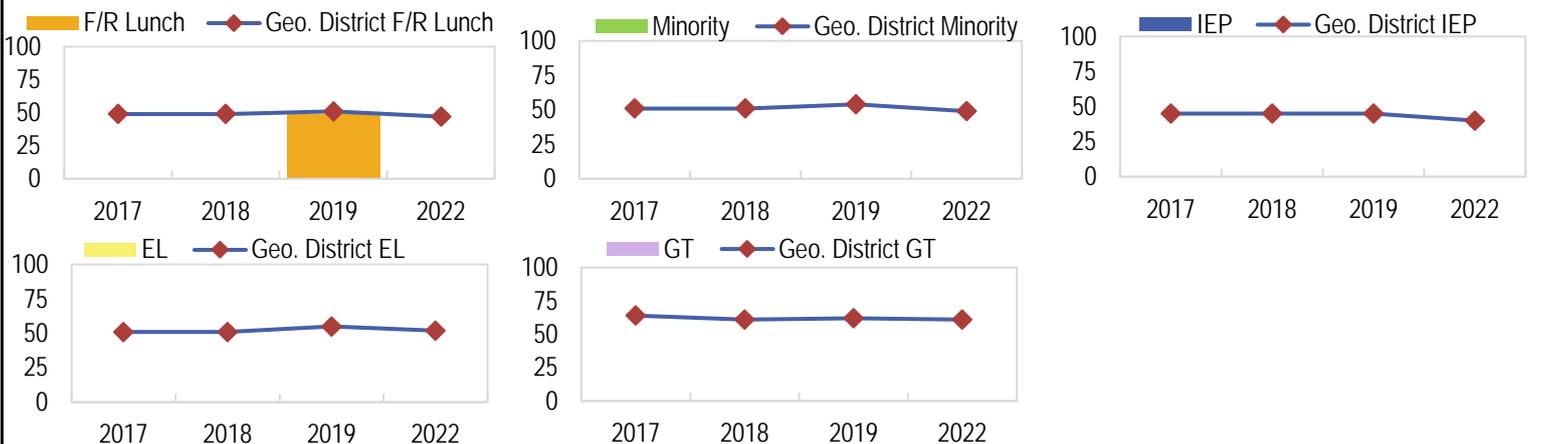
Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	n<20	n<20	49.0	n<20
	N	26.5	37.0	57.0	n<20
Minority	Y	n<20	n<20	n<20	n<20
	N	24.0	44.0	54.0	n<20
IEP	Y	n<20	n<20	n<20	n<20
	N	24.0	38.0	56.0	n<20
EL	Y	n<20	n<20	n<20	n<20
	N	24.0	42.5	52.0	n<20
GT	Y	n<20	n<20	n<20	n<20
	N	22.5	42.5	52.0	n<20
Schoolwide		24.0	42.0	54.0	--

Subgroup Growth Gap Trends over Time in Math					
CMAS Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lunch	Y	49.0	49.0	51.0	47.0
	N	58.0	56.0	58.0	51.0
Minority	Y	51.0	51.0	54.0	49.0
	N	57.0	55.0	57.0	51.0
IEP	Y	45.0	45.0	45.0	40.0
	N	56.0	54.0	57.0	51.0
EL	Y	51.0	51.0	55.0	52.0
	N	56.0	54.0	56.0	50.0
GT	Y	64.0	61.0	62.0	61.0
	N	54.0	52.0	55.0	48.0
Geographic District		55.0	54.0	56.0	50.0

CMAS Math: Subgroup Status and Gap Trends Graphs



CMAS Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

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English Language Proficiency (ELP) Growth

ACCESS for ELLs: School Status and Trends

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?
- How are traditionally underserved students growing on state assessments in ACCESS over time?^^
- How are traditionally underserved students growing on state assessments compared to their peers over time?^^

Growth over Time on ACCESS

ACCESS	2018		2019		2020		2021		2022		% On Track
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	
Elementary	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--
Middle	--	--	--	--	--	--	--	--	--	--	--
High	--	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	n < 20	--	n < 20	--	n < 20	--	--

Geographic District Growth over Time on ACCESS

ACCESS	2018		2019		2020		2021		2022		% On Track
	N	MGP	N	MGP	N	MGP	N	MGP	N	MGP	
Elementary	782	57.0	720	53.0	654	55.0	583	52.0	601	50.0	59.7%
Middle	174	48.5	134	62.5	101	55.0	78	50.0	103	58.0	23.1%
High	145	56.0	94	68.0	88	56.0	85	53.0	103	64.0	28.9%
Overall	1,101	56.0	948	56.0	843	55.0	746	52.0	807	53.0	52.2%

^^ACCESS subgroup status and gap trends are not available due to low student counts. CSI can provide this data to schools if requested.

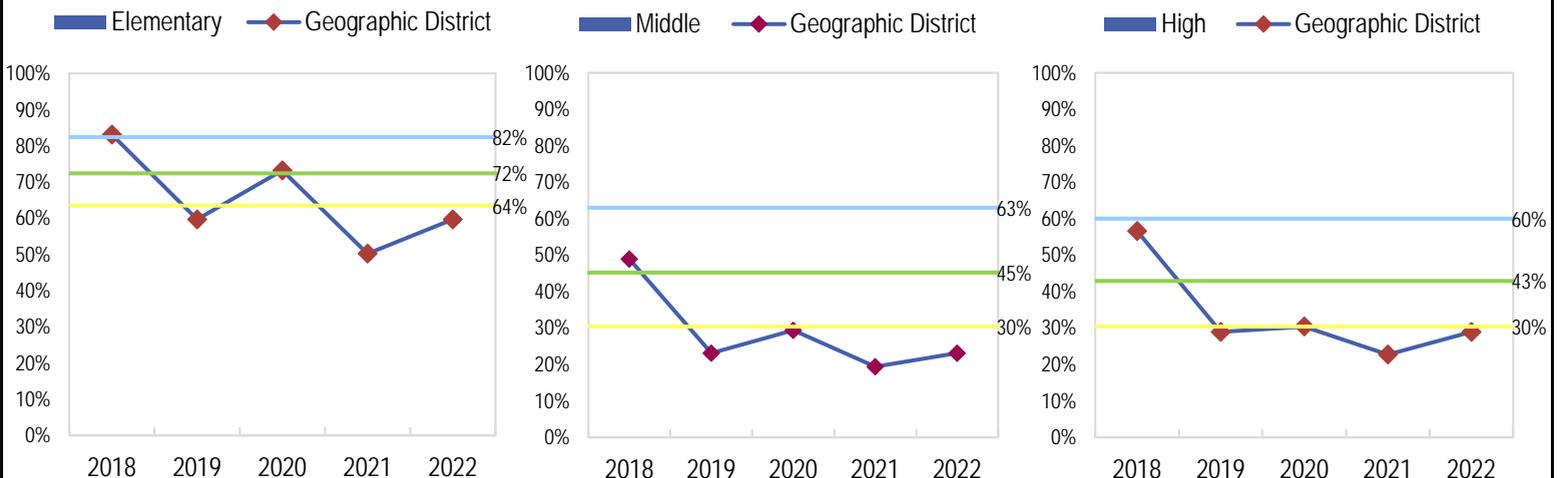
What is On Track Growth? This metric reports whether students are on-track to achieve language proficiency. As CDE states, "The Colorado growth model calculates projected targets that indicate how much growth would be required for an individual student to achieve a specified level of proficiency within 1, 2, or 3 years. These projected targets can then be compared against the student's observed growth percentile to determine whether the student is on-track to meet their proficiency goal within the allotted timeline".

ACCESS: School Local Comparison Graphs

% On Track - Elementary

% On Track - Middle

% On Track - High



Growth Status and Local Comparison Narrative

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Exceeds Meets Approaching Does Not Meet

Evidence-Based Reading and Writing Achievement

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

-How are students achieving on state assessments in Math over time?

-How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

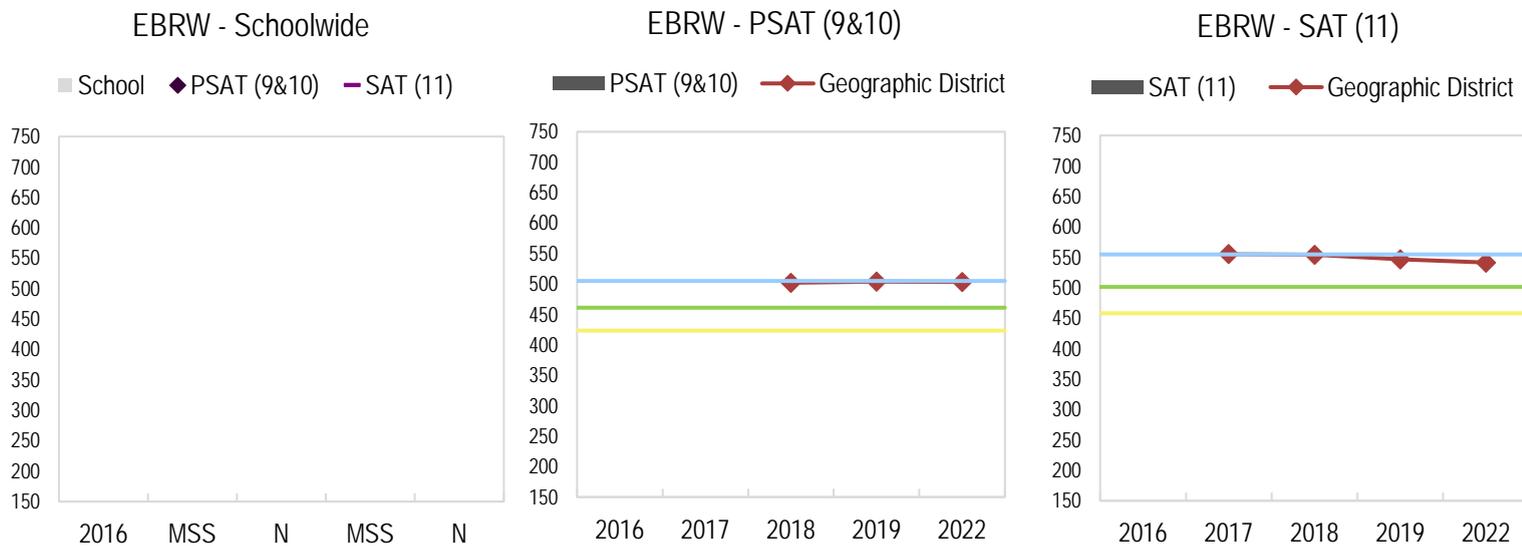
Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019^		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	--	--	--	--
PSAT (10th)*	--	--	--	--	--	--	--	--	--	--
PSAT (9th&10th)	--	--	--	--	--	--	--	--	--	--
SAT (11th)	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	--	--	--	--

Geographic District Achievement over Time in EBRW										
PSAT/SAT EBRW	2016		2017		2018		2019^		2022	
	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	17	365	1,965	496	1,751	490
PSAT (10th)*	--	--	1,812	517	1,793	516	1,844	513	1,833	516
PSAT (9th&10th)	--	--	--	--	3,719	502	3,809	504	3,584	503
SAT (11th)	--	--	1,816	555	1,814	554	1,773	547	1,808	541
Overall	--	--	3,628	536	5,533	519	5,582	518	5,392	516

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

^CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

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Evidence-Based Reading and Writing Subgroup Achievement

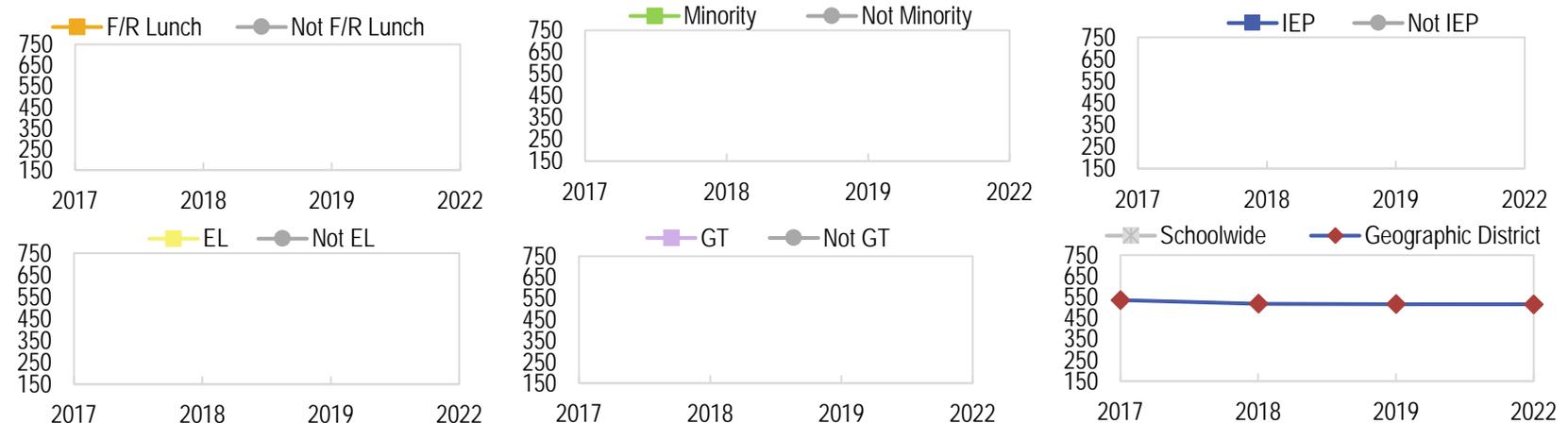
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Math over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

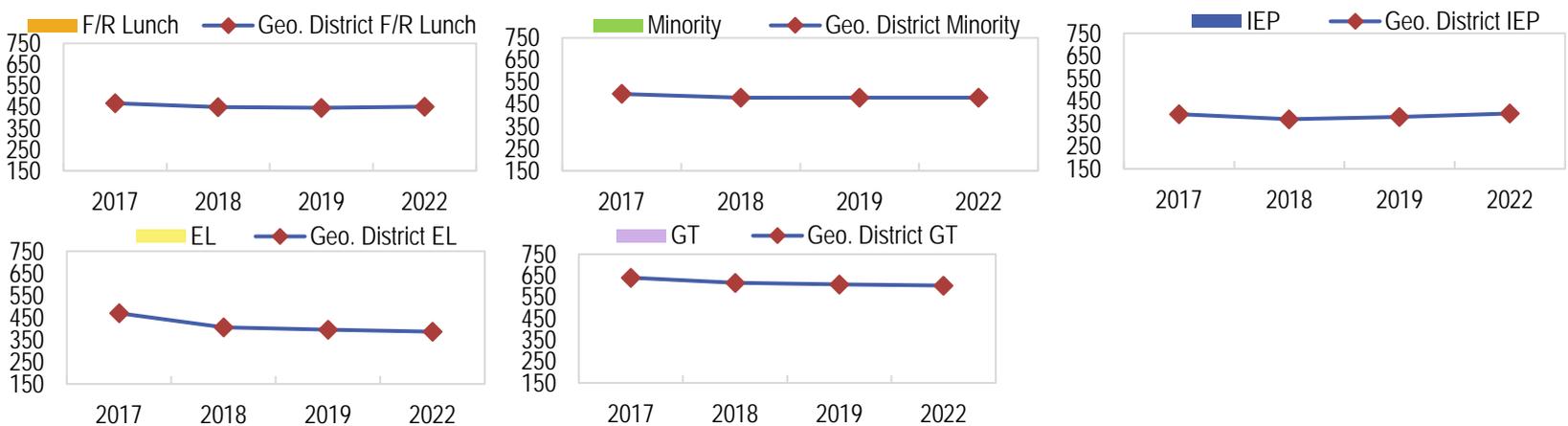
PSAT/SAT EBRW	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--
	N	--	--	--
Minority	Y	--	--	--
	N	--	--	--
IEP	Y	--	--	--
	N	--	--	--
EL	Y	--	--	--
	N	--	--	--
GT	Y	--	--	--
	N	--	--	--
Schoolwide	--	--	--	--

PSAT/SAT EBRW	2017	2018	2019	2022
Student Subgroup	MSS	MSS	MSS	MSS
F/R Lunch	Y	468	450	447
	N	553	539	536
Minority	Y	497	480	480
	N	548	532	530
IEP	Y	392	370	379
	N	544	528	525
EL	Y	470	405	395
	N	542	525	523
GT	Y	641	616	610
	N	516	499	495
Geographic District	536	519	518	516

PSAT/SAT EBRW: Subgroup Gap Trends Graphs



PSAT/SAT: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

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Evidence-Based Reading and Writing Growth

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Tables

- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in EBRW

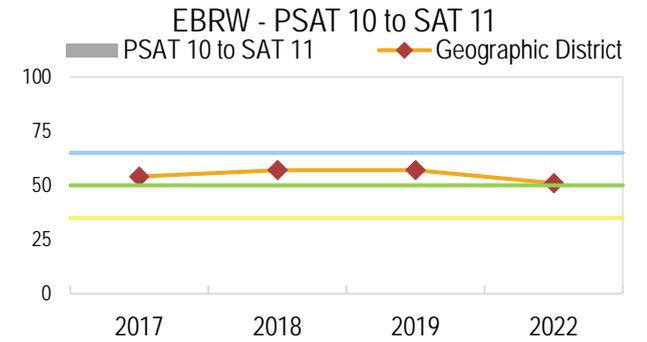
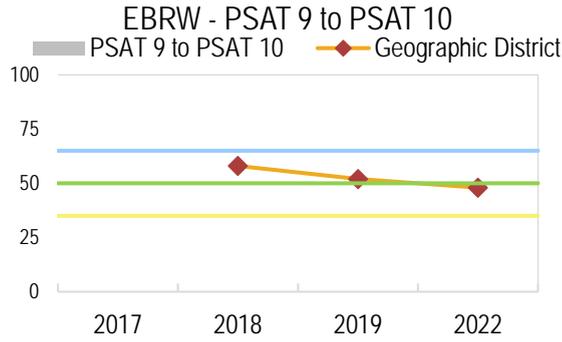
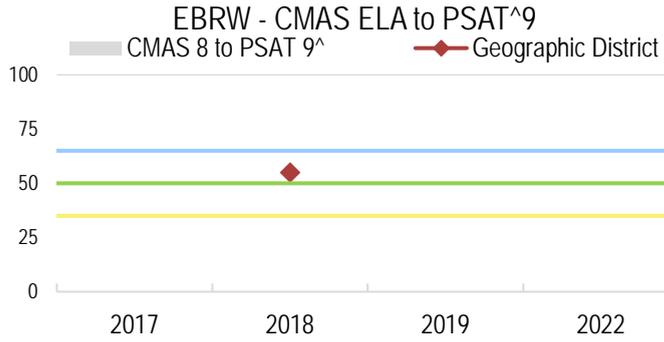
PSAT/SAT EBRW	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	--	--	--	--
PSAT 9 to PSAT 10	--	--	--	--	--	--	--	--
PSAT 10 to SAT 11	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	--	--

^To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

Geographic District Growth over Time in EBRW

PSAT/SAT EBRW	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	1,458	55.0	--	--	n < 20	--
PSAT 9 to PSAT 10	--	--	978	58.0	1,673	52.0	1,531	48.0
PSAT 10 to SAT 11	1,620	54.0	1,608	57.0	1,635	57.0	1,565	51.0
Overall	1,620	54.0	4,051	56.0	3,308	54.0	3,096	50.0

PSAT/SAT EBRW: School Status, Trends, and Local Comparison Graphs



Growth Status and Local Comparison Narrative

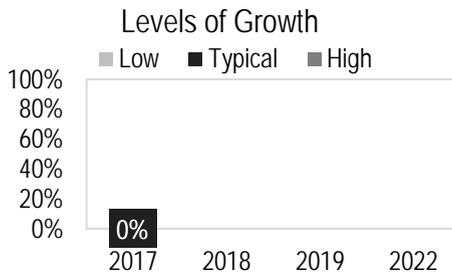
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PSAT/SAT EBRW: Levels of Growth Tables

- How is student growth distributed across growth levels over time?

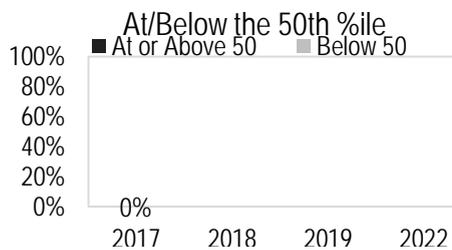
EBRW Levels of Growth

PSAT/SAT EBRW	%Students			
	2017	2018	2019	2022
Low (below 35)	--	--	--	--
Typical (35-65)	--	--	--	--
High (above 65)	--	--	--	--



EBRW At/Below 50th %ile

PSAT/SAT EBRW	%Students			
	2017	2018	2019	2022
At or Above 50	--	--	--	--
Below 50	--	--	--	--



Levels of Growth Narrative

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Evidence-Based Reading and Writing Subgroup Growth

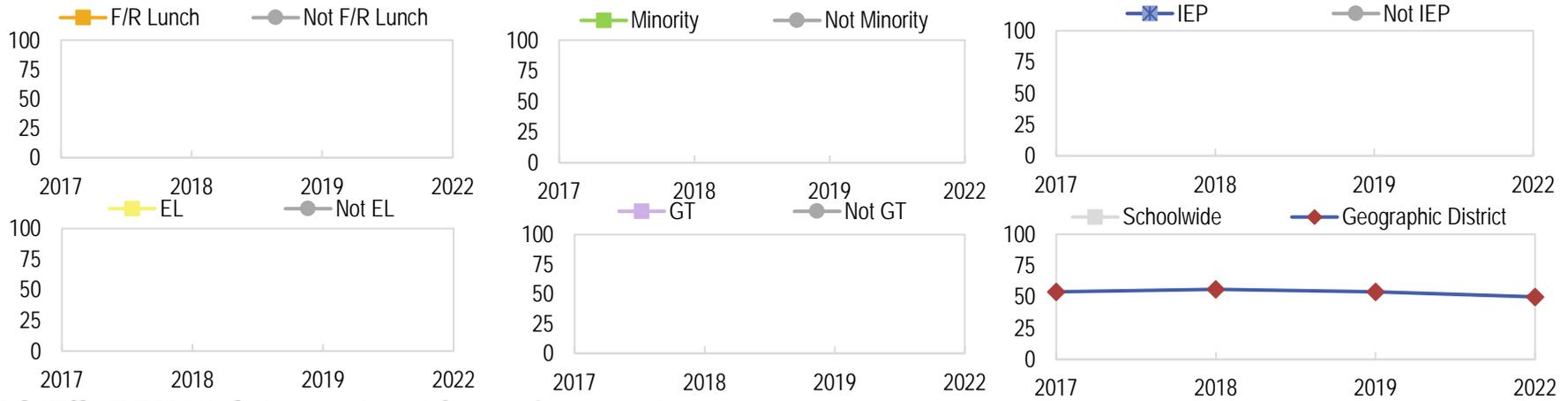
PSAT/SAT EBRW: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Math over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

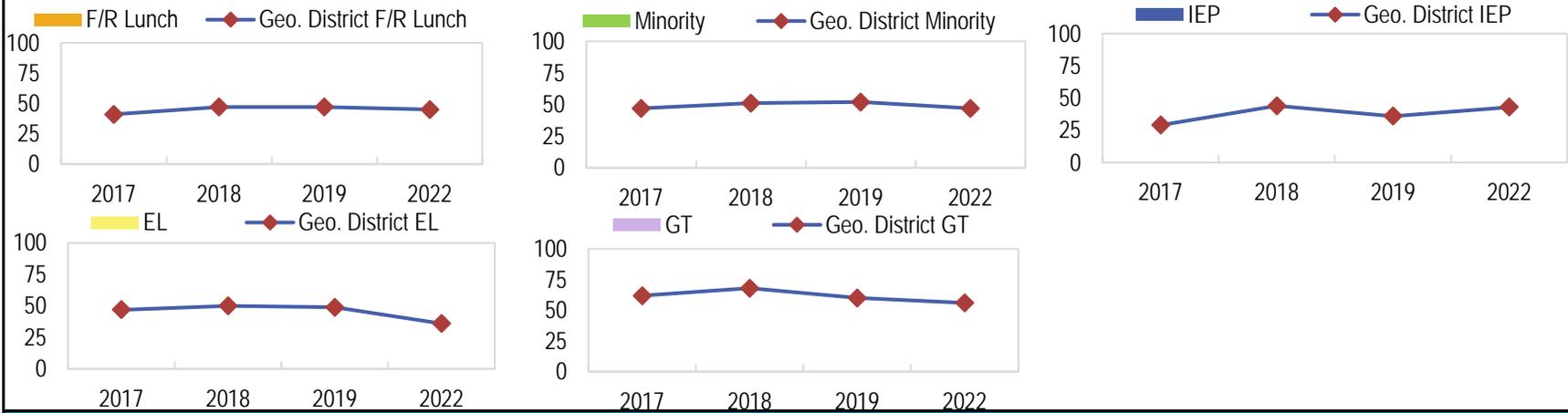
PSAT/SAT		2017	2018	2019	2022
Student		MGP	MGP	MGP	MGP
F/R Lun	Y	--	--	--	--
	N	--	--	--	--
Minority	Y	--	--	--	--
	N	--	--	--	--
IEP	Y	--	--	--	--
	N	--	--	--	--
EL	Y	--	--	--	--
	N	--	--	--	--
GT	Y	--	--	--	--
	N	--	--	--	--
Schoolwide		--	--	--	--

PSAT/SAT EBRW		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lun	Y	41.0	47.0	47.0	45.0
	N	55.0	59.0	56.0	51.0
Minority	Y	47.0	51.0	52.0	47.0
	N	55.0	58.0	55.0	50.0
IEP	Y	29.0	44.0	36.0	43.0
	N	55.0	57.0	55.0	50.0
EL	Y	47.0	50.0	49.0	36.0
	N	54.0	57.0	55.0	50.0
GT	Y	62.0	68.0	60.0	56.0
	N	53.0	53.0	53.0	48.0
Geographic District		54.0	56.0	54.0	50.0

PSAT/SAT EBRW: Subgroup Status and Gap Trends Graphs



PSAT/SAT EBRW: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the EBRW state assessment over time. PSAT/SAT combined results show

Math Achievement

PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

- How are students achieving on state assessments in Math over time?
- How are students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

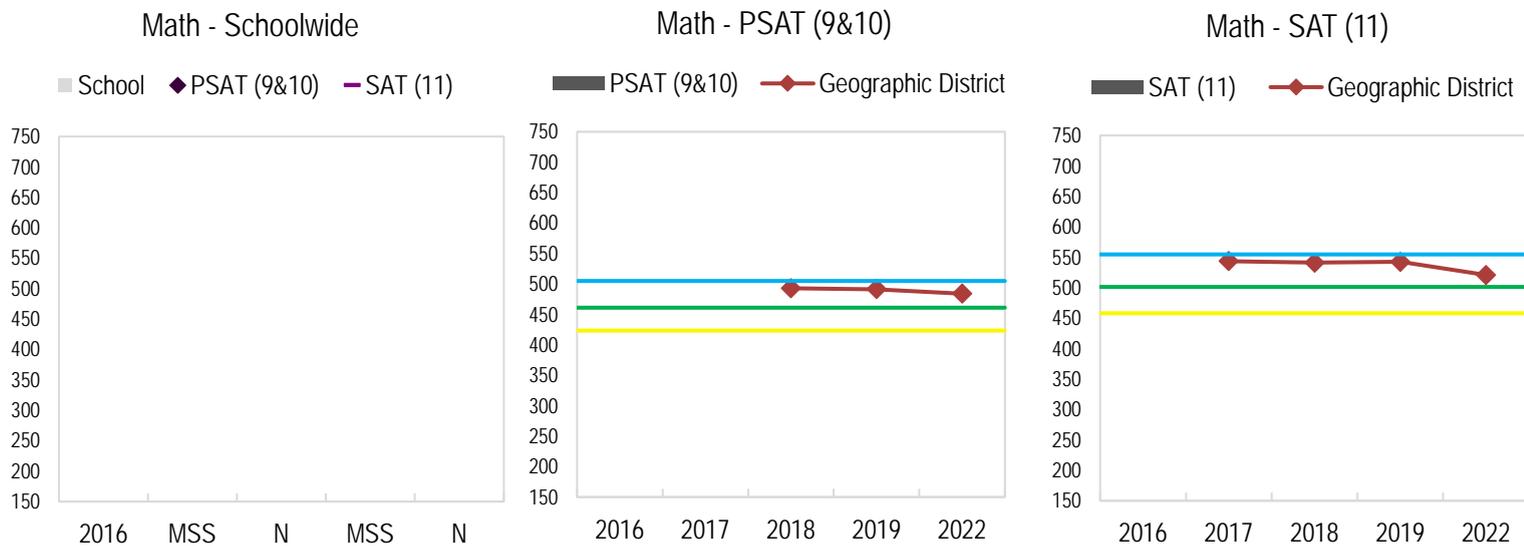
Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	--	--	--	--	--	--
PSAT (10th)*	--	--	--	--	--	--	--	--	--	--
PSAT (9th&10th)	--	--	--	--	--	--	--	--	--	--
SAT (11th)	--	--	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	--	--	--	--

Geographic District Achievement over Time in Math										
PSAT/SAT Math	2016		2017		2018		2019^		2022	
Grade/Level	N	MSS	N	MSS	N	MSS	N	MSS	N	MSS
PSAT (9th)*	--	--	--	--	17	344	1,966	483	1,751	476
PSAT (10th)*	--	--	1,812	508	1,795	507	1,844	501	1,834	491
PSAT (9th&10th)	--	--	--	--	3,723	493	3,810	492	3,585	484
SAT (11th)	--	--	1,816	544	1,814	541	1,773	543	1,809	521
Overall	--	--	3,628	526	5,537	509	5,583	508	5,394	496

*Grade level benchmarks for PSAT 8/9 and PSAT 10 are not available. CDE renormed the benchmarks in 2018 using combined PSAT 9 and PSAT 10 scores.

^CDE renormed SAT benchmarks in 2019. Therefore, benchmarks from 2016-2018 do not look the same as benchmarks from 2019.

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



Achievement Status and Local Comparison Narrative

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Math Subgroup Achievement

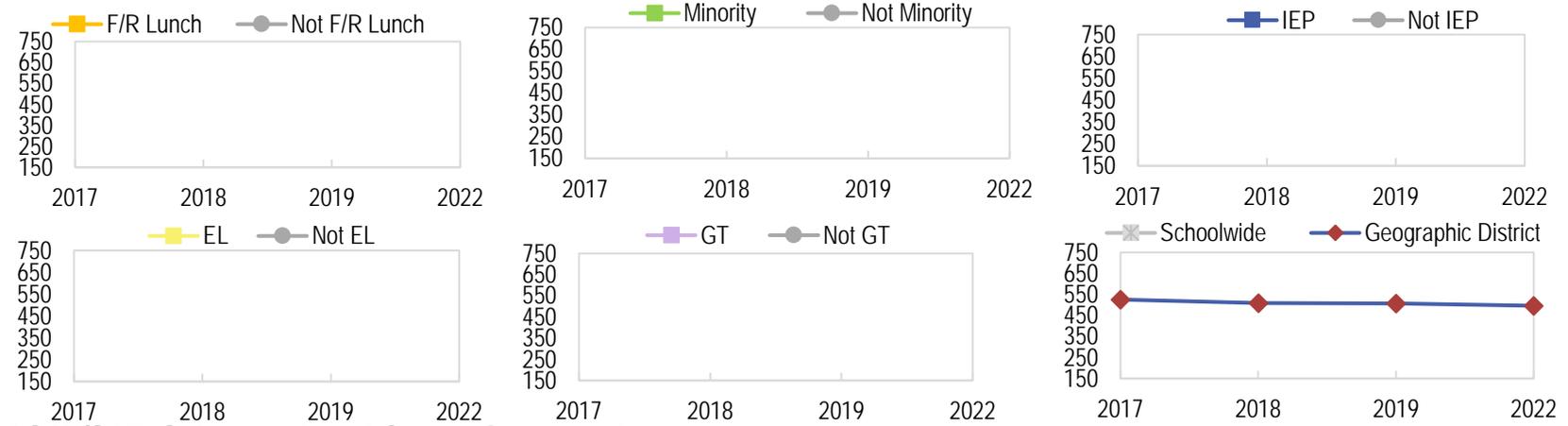
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students achieving on state assessments in Math over time?
- How are traditionally underserved students achieving on state assessments compared to their peers over time?
- How are traditionally underserved students achieving on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

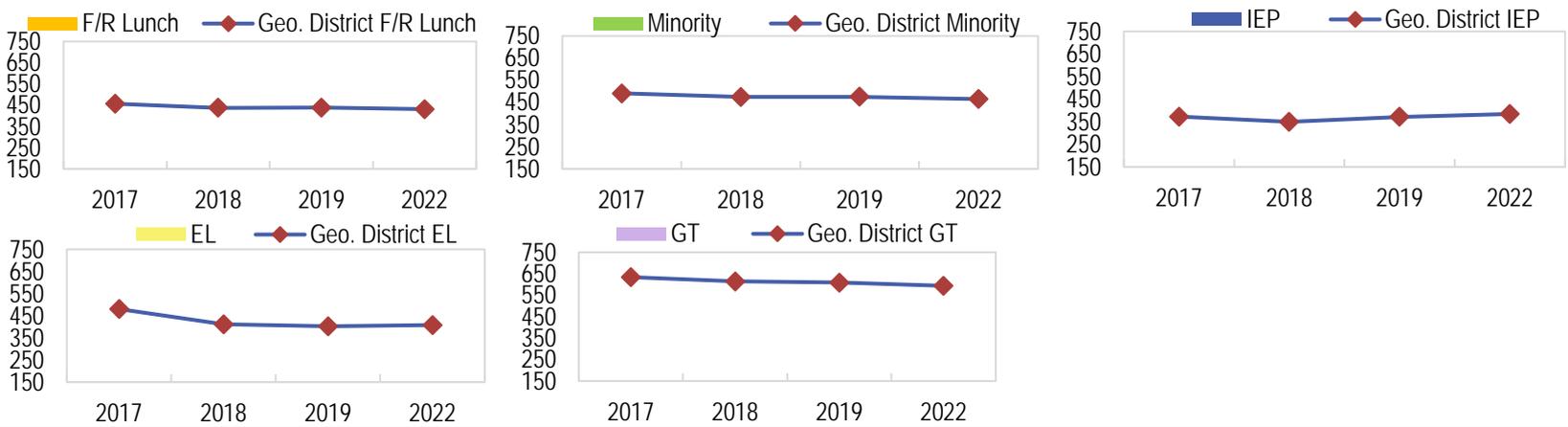
Subgroup Achievement Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	--	--	--	--
	N	--	--	--	--
Minority	Y	--	--	--	--
	N	--	--	--	--
IEP	Y	--	--	--	--
	N	--	--	--	--
EL	Y	--	--	--	--
	N	--	--	--	--
GT	Y	--	--	--	--
	N	--	--	--	--
Schoolwide		--	--	--	--

Geographic District Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MSS	MSS	MSS	MSS
F/R Lunch	Y	457	438	439	431
	N	543	529	526	509
Minority	Y	491	474	476	465
	N	536	520	518	506
IEP	Y	373	350	372	385
	N	534	518	515	501
EL	Y	480	412	402	408
	N	530	514	512	499
GT	Y	634	614	610	594
	N	505	487	482	470
Geographic District		526	509	508	496

PSAT/SAT: Subgroup Gap Trends Graphs



PSAT/SAT: Subgroup Local Comparison Graphs



Achievement Subgroup Status and Local Comparison Narrative

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Math Growth

PSAT/SAT Math: School Status, Trends, and Local Comparison Tables

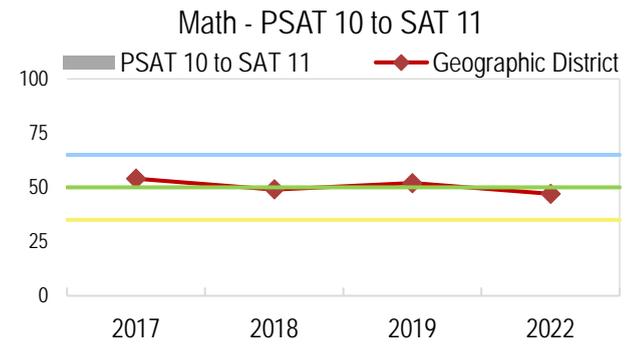
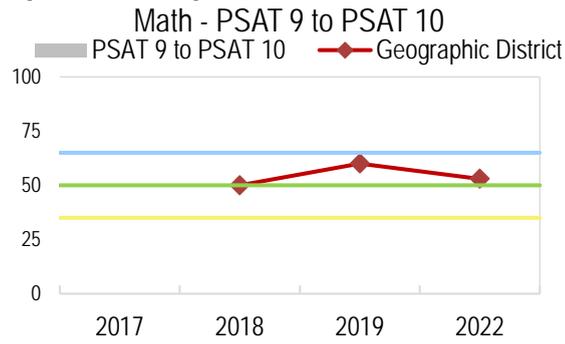
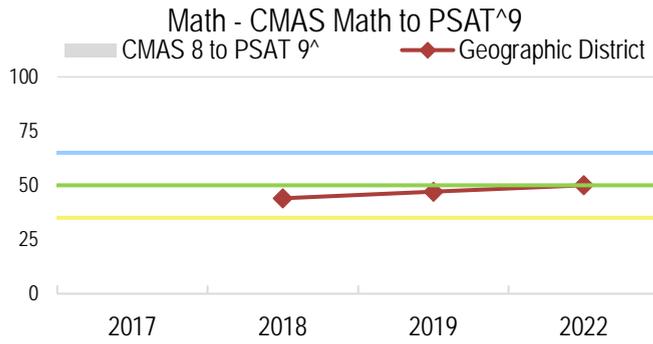
- Are students making sufficient growth on state assessments over time?
- How are students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

Growth over Time in Math								
PSAT/SAT Math	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	--	--	--	--	--	--
PSAT 9 to PSAT 10	--	--	--	--	--	--	--	--
PSAT 10 to SAT 11	--	--	--	--	--	--	--	--
Overall	--	--	--	--	--	--	--	--

^To align with the state, your CARS report does not include 2019 CMAS to PSAT EBRW growth.

Geographic District Growth over Time in Math								
PSAT/SAT Math	2017		2018		2019		2022	
	N	MGP	N	MGP	N	MGP	N	MGP
CMAS 8 to PSAT 9^	--	--	1,469	44.0	1,268	47.0	1,258	50.0
PSAT 9 to PSAT 10	--	--	658	50.0	1,673	60.0	1,531	53.0
PSAT 10 to SAT 11	1,620	54.0	1,608	49.0	1,635	52.0	1,565	47.0
Overall	1,620	54.0	3,741	47.0	4,576	54.0	4,354	50.0

PSAT/SAT Math: School Status, Trends, and Local Comparison Graphs



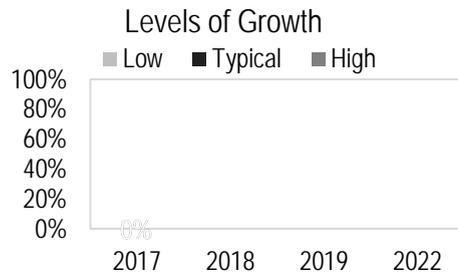
Growth Status and Local Comparison Narrative

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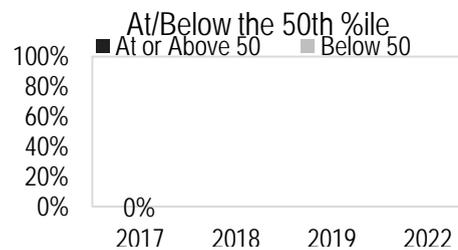
PSAT/SAT Math: Levels of Growth Tables

- How is student growth distributed across growth levels over time?

Math Levels of Growth				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
Low (below 35)	--	--	--	--
Typical (35-65)	--	--	--	--
High (above 65)	--	--	--	--



Math At/Below 50th %ile				
PSAT/SAT Math	%Students			
Category	2017	2018	2019	2022
At or Above 50	--	--	--	--
Below 50	--	--	--	--



Levels of Growth Narrative

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Math Subgroup Growth

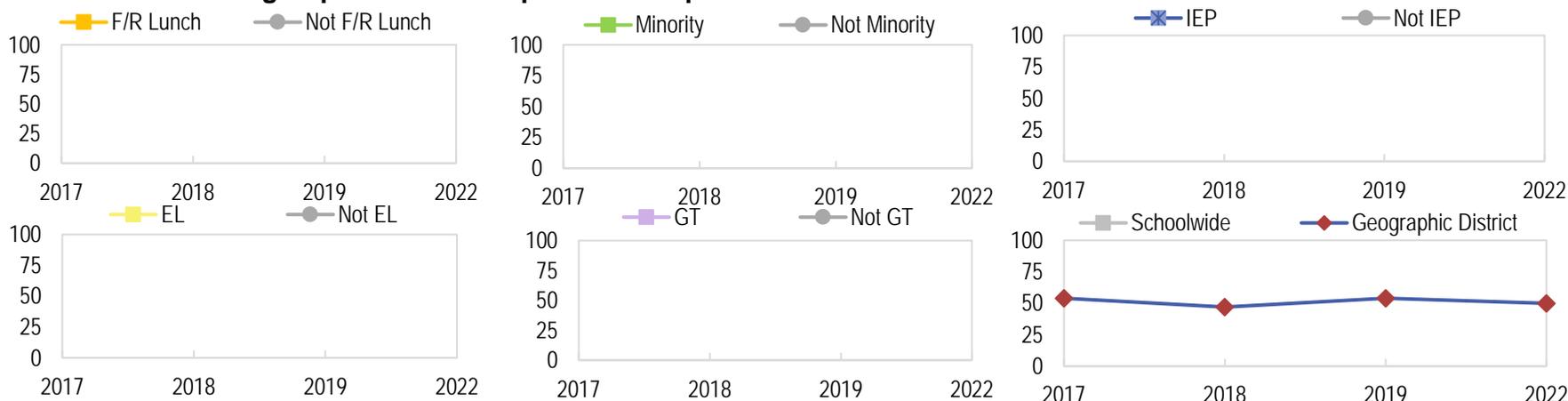
PSAT/SAT Math: Subgroup Status, Gap Trends, and Local Comparison Tables

- How are traditionally underserved students growing on state assessments in Math over time?
- How are traditionally underserved students growing on state assessments compared to their peers over time?
- How are traditionally underserved students growing on state assessments in comparison to other schools in their geographic home district or schools that students might otherwise attend?

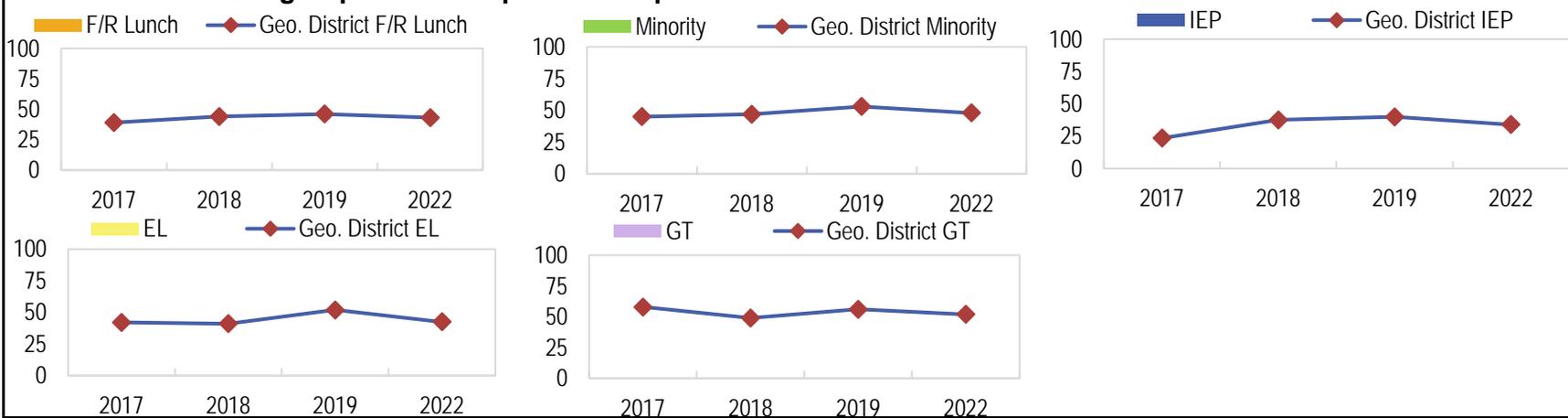
Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student		MGP	MGP	MGP	MGP
F/R Lun	Y	--	--	--	--
	N	--	--	--	--
Minority	Y	--	--	--	--
	N	--	--	--	--
IEP	Y	--	--	--	--
	N	--	--	--	--
EL	Y	--	--	--	--
	N	--	--	--	--
GT	Y	--	--	--	--
	N	--	--	--	--
Schoolwide		--	--	--	--

Subgroup Growth Gap Trends over Time in Math					
PSAT/SAT Math		2017	2018	2019	2022
Student Subgroup		MGP	MGP	MGP	MGP
F/R Lun	Y	39.0	44.0	46.0	43.0
	N	56.0	48.0	55.0	52.0
Minority	Y	45.0	47.0	53.0	48.0
	N	55.0	48.0	54.0	51.0
IEP	Y	23.5	37.5	40.0	34.0
	N	54.0	48.0	54.0	51.0
EL	Y	42.0	41.0	52.0	42.5
	N	54.0	48.0	54.0	51.0
GT	Y	58.0	49.0	56.0	52.0
	N	53.0	47.0	53.0	50.0
Geographic District		54.0	47.0	54.0	50.0

PSAT/SAT Math: Subgroup Status and Gap Trends Graphs



PSAT/SAT Math: Subgroup Local Comparison Graphs



Growth Subgroup Status and Local Comparison Narrative

The graphs above show the performance of student subgroups on the Math state assessment over time. PSAT/SAT combined results show

Postsecondary and Workforce Readiness Additional Indicators

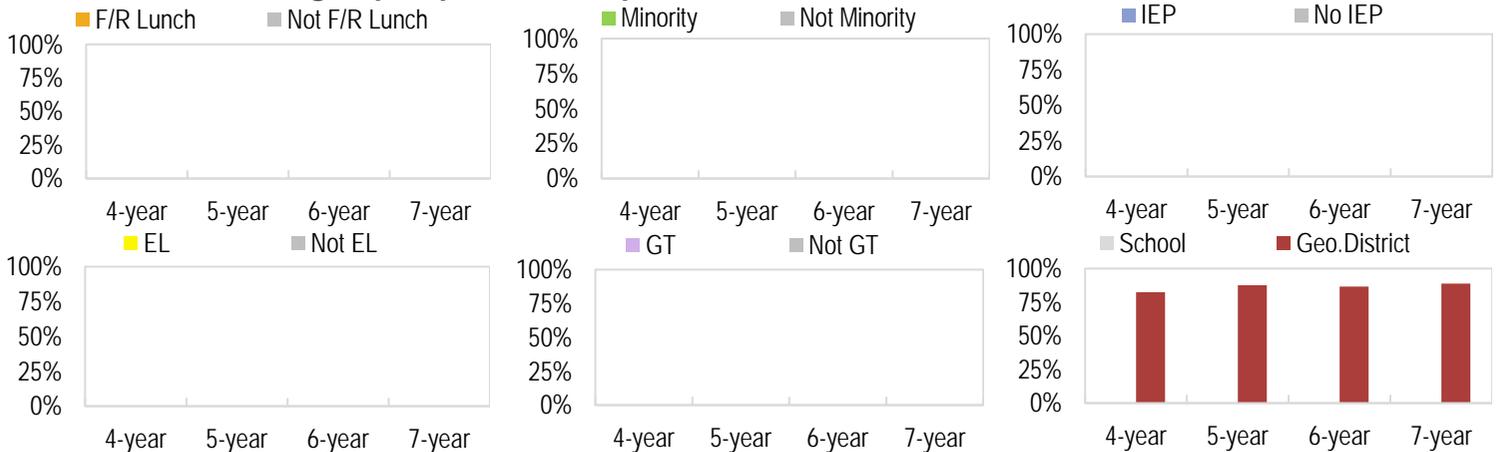
Graduation Rate: School Status, Subgroup Status, Gap Trends, and Local Comparison Tables

- Are students graduating high school? How is the graduation rate changing over time?
- How is the graduation rate for traditionally underserved students changing over time?
- How are graduation rates for traditionally underserved students compared to their peers over time?
- What is the graduation rate in comparison to the geographic home district or schools that students might otherwise attend?

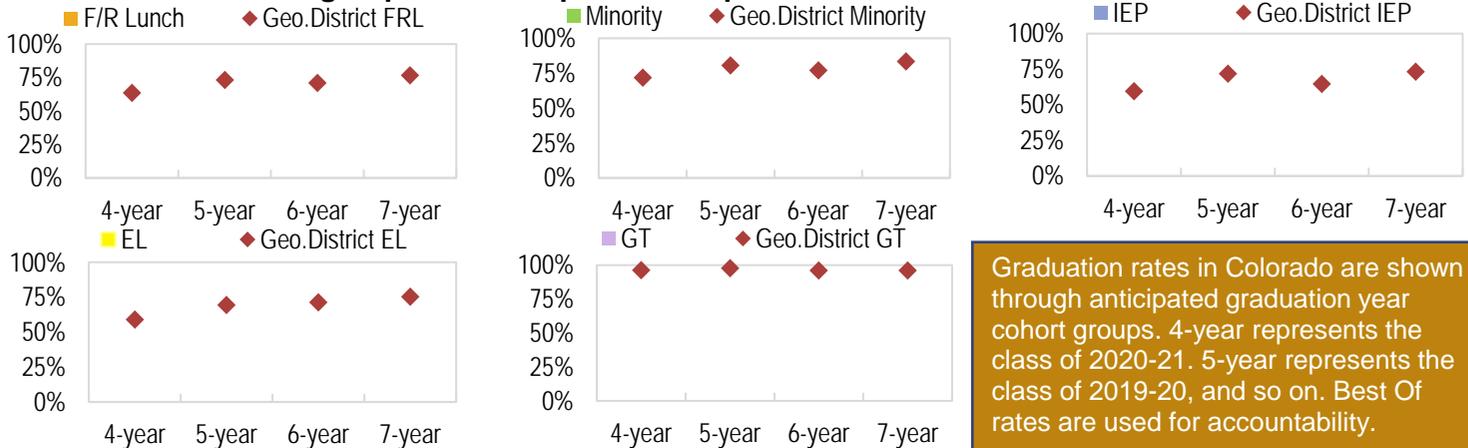
Subgroup Graduation Gap Trends over Time						
Student Subgroup	Graduation Rate	Best Of	4-year	5-year	6-year	7-year
			Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

Geographic District Graduation Gap Trends over Time						
Student Subgroup	Graduation Rate	Best Of	4-year	5-year	6-year	7-year
			Rate	Rate	Rate	Rate
F/R Lunch	Y	7-year	63%	73%	71%	77%
	N	5-year	92%	95%	95%	95%
Minority	Y	7-year	72%	81%	77%	83%
	N	7-year	87%	90%	90%	91%
IEP	Y	7-year	60%	72%	65%	73%
	N	7-year	84%	89%	89%	90%
EL	Y	7-year	59%	69%	71%	75%
	N	7-year	84%	89%	88%	90%
GT	Y	5-year	96%	98%	96%	96%
	N	7-year	80%	86%	85%	87%
Geographic District		7-year	83%	88%	87%	89%

Graduation Rate: Subgroup Gap Trends Graphs



Graduation Rate: Subgroup Local Comparison Graphs



Graduation rates in Colorado are shown through anticipated graduation year cohort groups. 4-year represents the class of 2020-21. 5-year represents the class of 2019-20, and so on. Best Of rates are used for accountability.

Graduation Rate Subgroup Status and Local Comparison Narrative

The graphs above show schoolwide graduation rates disaggregated by student subgroups for the school and geo. district. Overall, the school's best of graduation rate cannot be reported due to low student counts. The best of rate for the geo. district is the 7 year rate of 89%.

Postsecondary and Workforce Readiness Additional Indicators

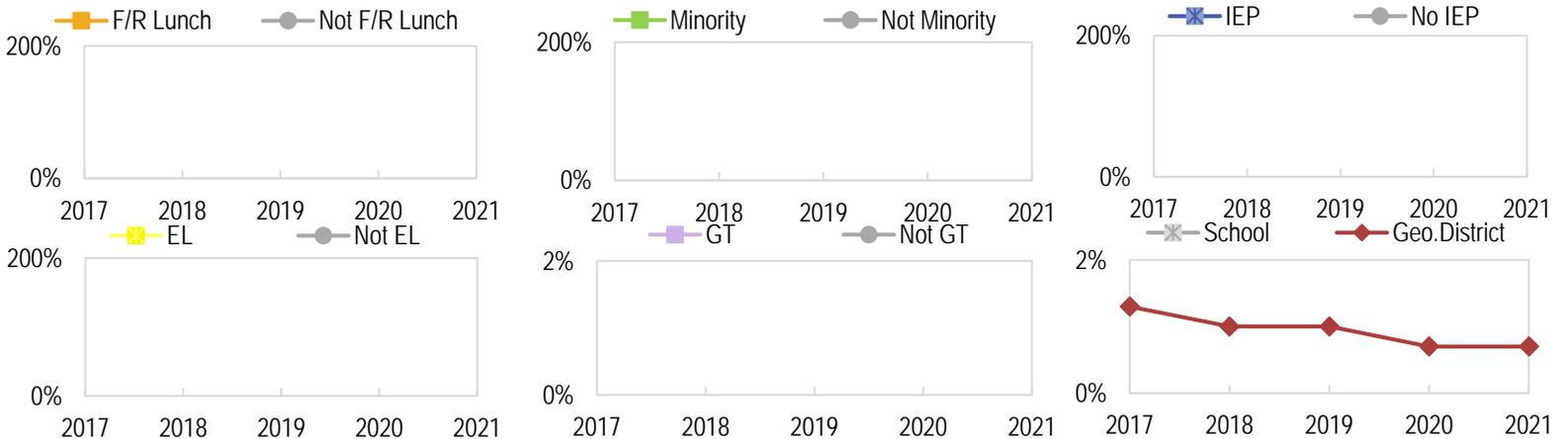
Dropout Rate: Subgroup Status and Gap Trends Tables

- Are students dropping out of high school?
- How is the dropout rate changing over time?
- What is the dropout rate in comparison to the geographic home district or schools that students might otherwise attend?

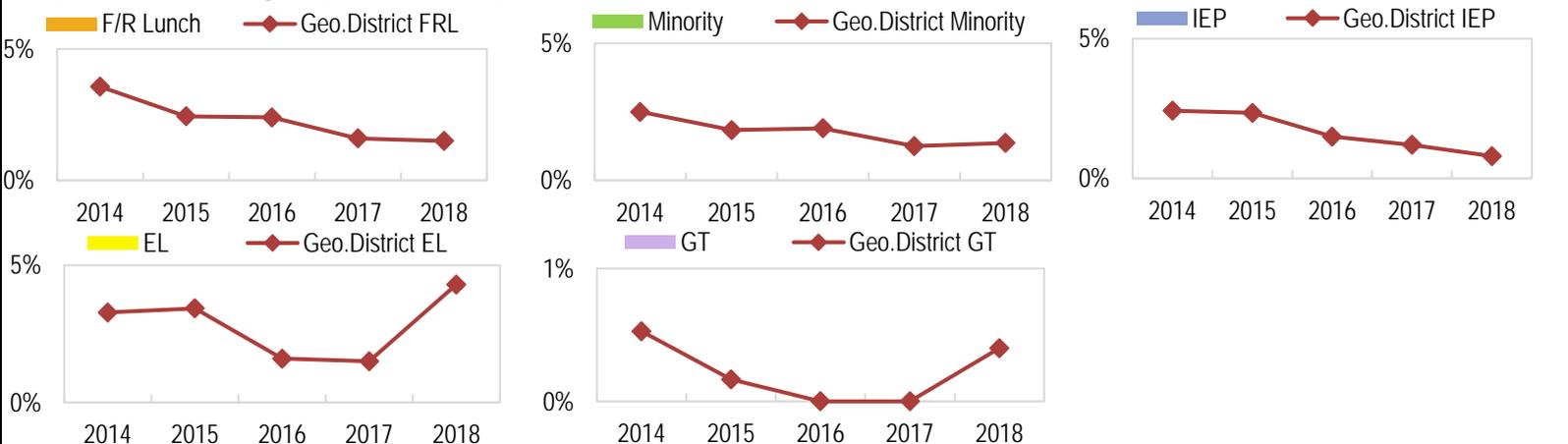
Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	--	--	--	--	--
	N	--	--	--	--	--
Minority	Y	--	--	--	--	--
	N	--	--	--	--	--
IEP	Y	--	--	--	--	--
	N	--	--	--	--	--
EL	Y	--	--	--	--	--
	N	--	--	--	--	--
GT	Y	--	--	--	--	--
	N	--	--	--	--	--
Schoolwide		--	--	--	--	--

Geographic District Subgroup Dropout Gap Trends over Time						
Dropout Rate		2017	2018	2019	2020	2021
Student Subgroup		Rate	Rate	Rate	Rate	Rate
F/R Lunch	Y	3.6%	2.4%	2.4%	1.6%	1.5%
	N	0.5%	0.5%	0.4%	0.3%	0.4%
Minority	Y	2.5%	1.8%	1.9%	1.3%	1.4%
	N	0.9%	1.0%	0.6%	0.5%	0.4%
IEP	Y	2.4%	2.3%	1.5%	1.2%	0.8%
	N	1.2%	0.9%	0.9%	0.6%	0.7%
EL	Y	3.3%	3.4%	1.6%	1.5%	4.3%
	N	1.3%	0.9%	1.0%	0.6%	0.6%
GT	Y	0.3%	0.1%	0.0%	0.0%	0.2%
	N	1.5%	1.2%	1.2%	0.8%	0.8%
Geographic District		1.3%	1.0%	1.0%	0.7%	0.7%

Dropout Rate: Subgroup Status and Gap Trends Graphs



Dropout Rate: Subgroup Local Comparison Graphs



Dropout Subgroup Status and Local Comparison Narrative

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Postsecondary and Workforce Readiness Additional Indicators

Matriculation Rate: School Status and Local Comparison

- Are high school graduates adequately prepared for post-secondary academic success?
- How are the matriculation rates changing over time?
- What is the matriculation rate in comparison to the geographic home district or schools that students might otherwise attend?

School Matriculation Rate Trends over Time

Matriculation Category	2017		^2018		2019		2020		2021	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	--	--	--	--	--	--	--	--	--	--
4 year	--	--	--	--	--	--	--	--	--	--
CTE	--	--	--	--	--	--	--	--	--	--
Schoolwide	--	--	--	--	--	--	--	--	--	--

Matriculation rates, like graduation and dropout rates, are on a one-year lag. Therefore, 2021 represents data from the class of 2020-21, 2020 represents data from the class of 2019-20, and so on. Schoolwide matriculation rates are the only rates used for accountability.

Geo. District Matriculation Rate Trends over Time

Matriculation Category	2017		^2018		2019		2020		2021	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
2 year	1,862	11.2%	2,025	12.1%	2,025	12.1%	17	11.8%	20	0.0%
4 year	1,862	44.9%	2,025	46.4%	2,025	46.4%	17	41.2%	20	45.0%
CTE	1,862	11.0%	2,025	13.0%	2,025	13.0%	17	5.9%	20	0.0%
Geo. District	1,862	62.8%	2,025	66.8%	2,025	66.8%	17	58.8%	20	45.0%

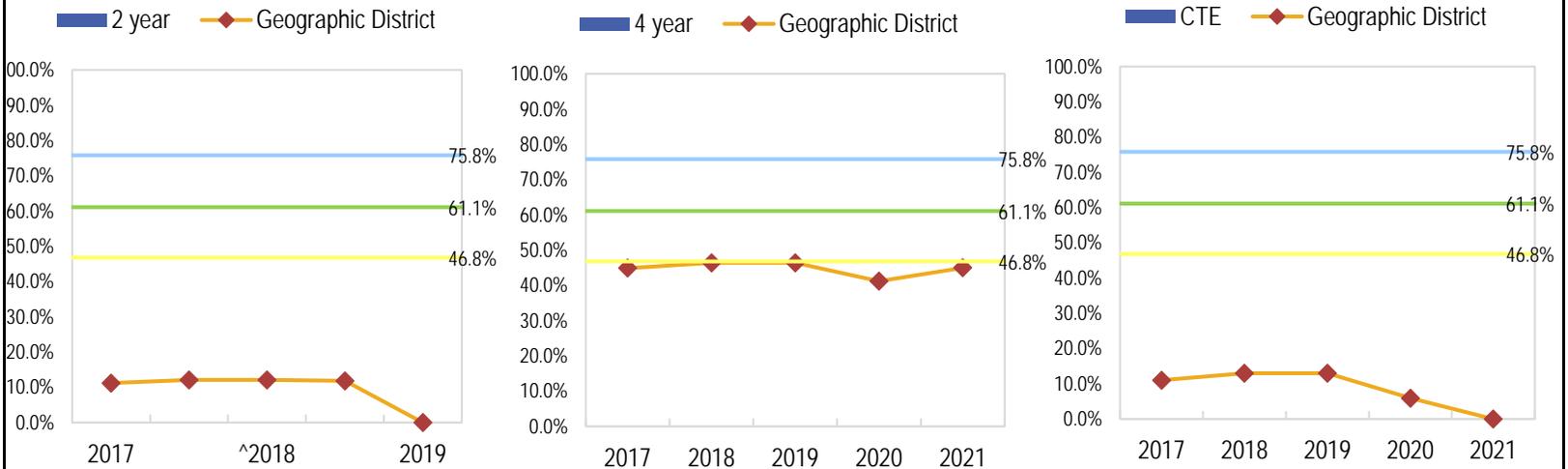
^CDE renormed matriculation benchmarks in the 2017-18 school year.

Matriculation Rate: School Status and Local Comparison Graphs

2 Year Matriculation Rates

4 Year Matriculation Rates

CTE Matriculation Rates



Matriculation Rates Status and Local Comparison

The graphs above show schoolwide matriculation rates compared to the matriculation rates for Poudre R-1. In 2021, school matriculation rates could not be reported due to low student counts.



Colorado's Unified Improvement Plan for Schools

Academy of Arts and Knowledge Elementary UIP 2022-23 | **School:** Academy of Arts and Knowledge Elementary | **District:** Charter School Institute | **Org ID:** 8001 | **School ID:** 0657 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

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Last Year UIP: [Academy of Arts and Knowledge Elementary UIP 2021-22](#)

Executive Summary

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Action Plans

Executive Summary



Priority Performance Challenges

- *Increase academic growth and achievement in reading for all students.*



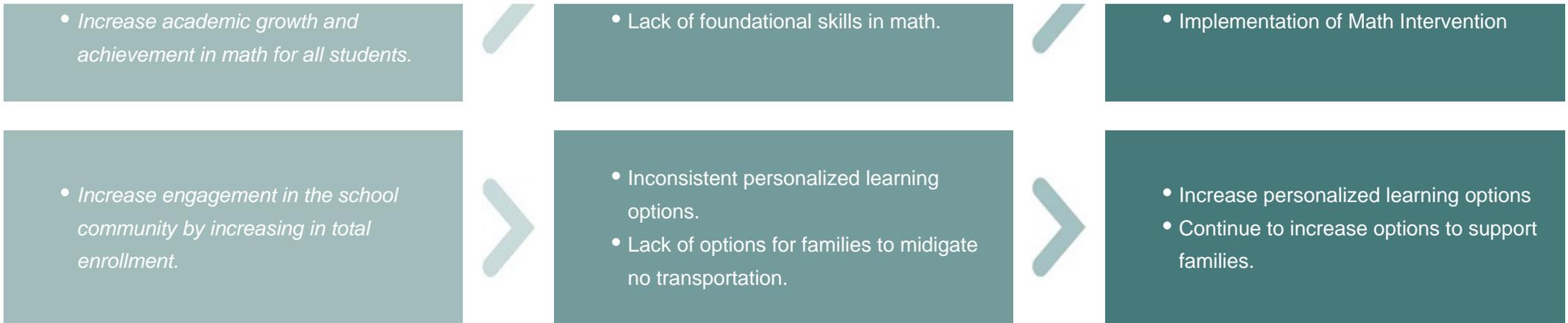
Root Cause

- Inconsistent Language Arts Curriculum in grades K-3.
- Lack of implementation of phonics and phonemic awareness instruction.



Major Improvement Strategies

- Implementation of a new language arts curriculum.



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the school

The Academy of Arts and Knowledge is a small school community that focuses on ensuring every individual excels socially, emotionally, and academically. AAK values every member of our community through providing a robust, arts integrated education that is personalized to meet individual needs. AAK offers an enhanced school year and Community Learning Center provides the opportunity for students to explore their interests and expand on areas of passion.

The Academy of Arts and Knowledge is setting goals to implement and streamline Colorado Department of Education approved curriculums. Implementing an approved curriculum will increase academic achievement and reduce the number of students qualifying for READ Plans.

Continuing to offer an extended school year in conjunction with our Community Learning Center will improve attendance and school participations rates. These options will increase the opportunities for family and community engagement.

School Contact Information

Name: Nichole Schlagel

Mailing Street: 4800 Wheaton Drive

Phone:(970) 226-2800

Title: Principal

Mailing City / State/ Zip Code: Fort Collins Colorado 80525

Email: nschlagel@aakelementary.org

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

The Academy of Arts and Knowledge's Mission: Within a supportive school community, The Academy of Arts & Knowledge offers a robust arts program that complements core academics, fosters critical thinking skills and creates confident, creative individuals with the freedom to reach their full potential. Vision: Provide an environment that allows every student to reach their full potential. Students at the Academy receive instruction in reading, writing, math, science and social studies based on the Colorado Academic Standards, with the fine arts integrated throughout. All of our students receive 300 minutes of music, art, dance and drama per week. Our teachers provide a safe learning community that allows students to take risks in their learning while treating each student as unique individuals and giving them opportunities to let their creativity flourish. AAK offers a non-traditional school calendar to ensure adequate academic achievement. Students attend school for 175 days with breaks spread out throughout the year and a shorter summer break. This model has been implemented to improve the social emotional well-being of students and staff. This model was also implemented to reduce the summer slide which can occur during a 12 week break.

AAK is located in Fort Collins, Colorado and serves students within 50 miles of our location. Our student population is made up of students living in many of the communities located in Northern Colorado. The Academy of Arts and Knowledge is authorized through the Charter School Institute and is authorized through 2026.

Current enrollment for the 2021-2022 school year is 152, that is down 33 students from the prior year. As enrollment begins to increase, AAK's enrollment goal for 2022-2023 is 200 students. We offer full-time enrollments as well as part-time homeschool enrollments. The Academy of Arts and Knowledge also offers a Community Learning Center (CLC). Our CLC offers free before and after school programming as well as educationally based programming during our extended breaks. CLC currently has 115 students enrolled and receiving services provided within this program.

AAK's School Accountability Committee is responsible for reviewing the past UIP and making recommendations for current priority improvement challenges, root causes, and improvement strategies on the current UIP based on performance and SPF data presented by the Principal. Specifically, the SAC is working to develop action steps and implementation benchmarks, data collection, increasing engagement, and the social and emotional well-being of all students. The Principal will ultimately write the draft of the UIP, which will be edited, reviewed, and approved by the SAC in July, presented to the board of directors, and then submitted to CSI by August. The SAC meets every other month and on an as-needed basis if necessary. Members of the SAC include the principal, a primary teacher and intermediate teacher, and three parent representatives, one of which is also a member of the school's PTO.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

The Academy of Arts and Knowledge had three Major Improvement Strategies stemming from the 2020 school year.

The first Major Improvement Strategy was addressing a low percentage of grade level preparedness. As of the 2020 school year, 47.25% of AAK K-3 students are reading below or well below benchmark on the State approved READ ACT assessment tool Acadience (DIBELS next).

This was addressed by supplementing literacy instruction with Foundations Phonemic Instruction. AAK also added 30 additional intervention minutes to their master schedule. This allowed for all students to receive targeted literacy instruction at their reading level.

Data shows as of the end of the 2022 school year 36% of k-3 students qualify for READ Plan and are reading below grade level or well below grade level on the State approved READ ACT assessment, Acadience (DIBELS Next). This is an 11% decrease in the number of students with a Significant Reading Deficiency (SRD).

Low achievement in math was also addressed as a Major Improvement Strategy. Data from the 2019-2020 school year indicates 40.6% of 3-5 grade students scored below the mean RiT score on the NWEA MAP assessment in Math MOY 2019-2020. BOY mean Rit was 41.3% below norm.

During the 2021-2022 school year data was collected using NWEA MAPS three times, beginning, middle and end of the school year. As data was collected math intervention groups were formed in grades 4 and 5. These groups targeted grade level instruction as well as foundational skills.

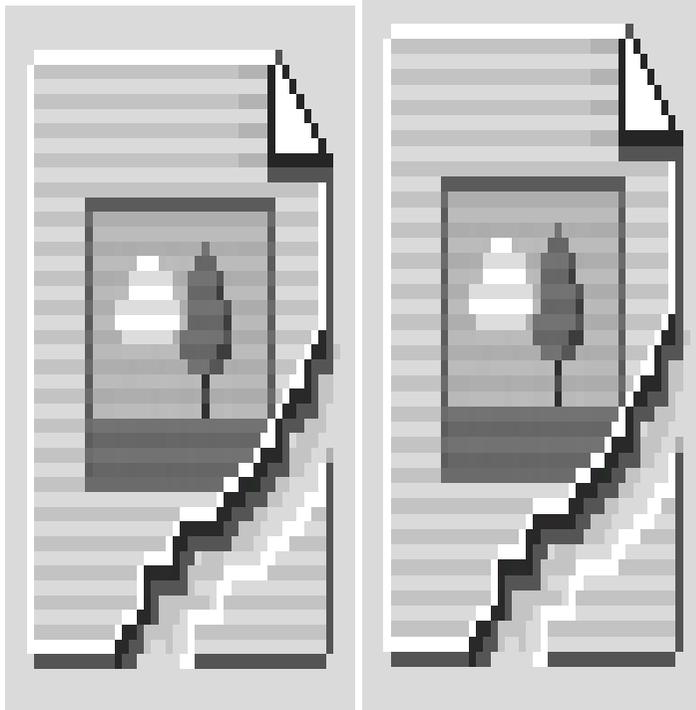
Lack of cognitive engagement opportunities for grade level development was our last Major Improvement Strategy. Cognitive engagement opportunities do not only constitute time but also depth and breadth of learning opportunities. This strategy was due to activities not being delivered in the same manner as highly engaging in person activities would have been. The steps AAK took to increase engagement was a consistent online approach with all core subjects being delivered by the teacher while online. The 2021-2022 was in-person therefore all activities were highly engaging and improved the depth of knowledge. To support further growth in our students we created a new calendar year that included extended breaks and a shorter summer. We also implemented our Community Learning Center and offer free before and after school care with academic opportunities.

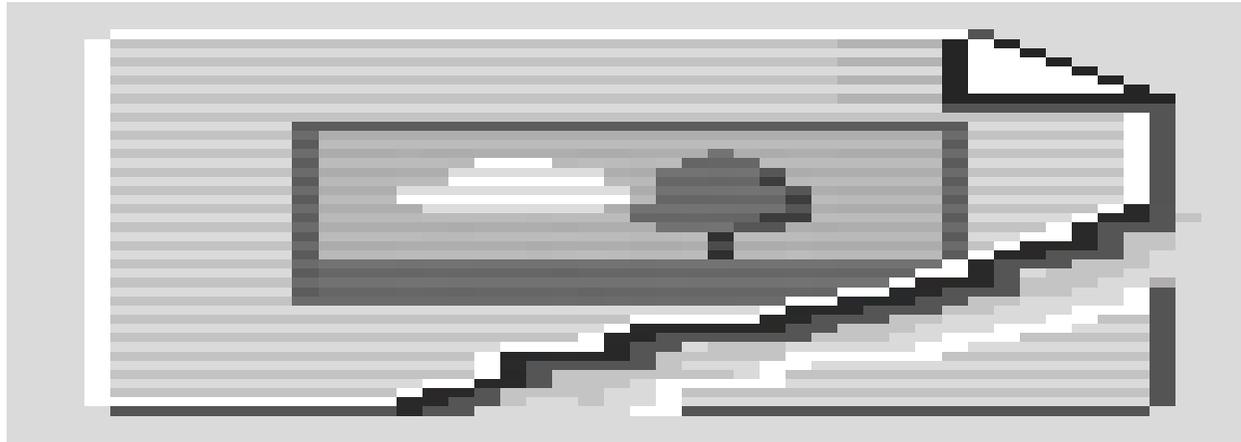
Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

The Academy of Arts and Knowledge will continue to have a focus on literacy and math to improve academic achievement. AAK will implement a new research based curriculum approved by The Colorado Department of Education. Interventions for math will continue to support progress made in the 2021-2022 school year. AAK will continue to offer only in-person learning for all students. The Community Learning Center will not only continue to provide additional opportunities for students, AAK will continue to expand the program.

Current Performance

- - CMAS 2022
 -
 - ELA CMAS Academic Achievement Math CMAS Academic Achievement







- ACCESS data-with only 3% of the student population testing, there is no data to report.
- DIBELS Data Review

Grade	Well Below BOY/EOY	Below BOY/EOY	Benchmark BOY/EOY	Above Benchmark BOY/EOY	% at/or Above Benchmark
Kindergarten	7/4	8/12	10/9	5/10	46%
1st Grade	17/15	4/2	5/3	3/11	45%
2nd Grade	10/9	2/7	5/3	2/2	24%
3rd Grade	10/10	3/2	1/3	12/10	52%

4th Grade	3/1	4/9	9/7	13/16	70%
-----------	-----	-----	-----	-------	-----

5th Grade	2/3	10/5	3/2	1/7	53%
-----------	-----	------	-----	-----	-----

- MAPS Data (RIT Score: This score represents a student's achievement level at any given moment and helps measure their academic growth over time.)

Grade	Math: % Met or Exceed Projected RIT Score	Reading: % Met or Exceed Projected RIT Score
-------	---	--

Kindergarten	74%	68%
--------------	-----	-----

1st Grade	63%	68%
-----------	-----	-----

2nd Grade	50%	67%
-----------	-----	-----

3rd Grade	50%	60%
-----------	-----	-----

4th Grade	68%	66%
-----------	-----	-----

5th Grade	53%	40%
-----------	-----	-----

- READ ACT-At the end of the 21-22 school year AAK had 36% of students, Kindergarten-3rd grade on READ Plans. This is an 11% decrease from the 20-21 end of the year data.
- AAK uses assessments and the data they provide to determine interventions and extended learning opportunities. Data is presented to our School Accountability Team and our School Board. This provides the opportunity for feedback on academic achievement of our students. Data is used to determine curriculum, planning, and intervention grouping. A lack of academic achievement has determined the need to purchase and implement a CDE approved comprehensive reading curriculum. Math remains to show higher academic achievement and indicates we will continue to provide professional development opportunities to increase the teacher's ability to implement the curriculum with fidelity.

Additional Trend Information:

AAK is currently on an upward trend on CMAS. Data shows an increase of 4% on Language Arts Academic Achievement and Academic Growth. Students showed a 7% increase in growth on Math CMAS results. This is a notable upward trend from the 2021 school year.

CMAS results from 2022 are considered year 1. AAK is showing high growth yet low academic achievement. This will be a focus as we collect more data on achievement with local and state assessments since we are missing data from the 2021 school year due to not all students being required to test in all subjects.

AAK has adopted Benchmark Workshop, a CDE READ ACT approved curriculum in grades Kindergarten-Third to increase academic growth and achievement on state and local data.

Local data shows a decrease of 11% in the number of students with a Significant Reading Deficiency from the end of the 2021 school year.

Math data shows 50%-79% of students met or scored above their projected RIT score on NWEA Maps assessments at the end of the 2022 school year. This is an increase of 8% for fourth grade from the 2020-2021 school year. Grades 3 and 5 continue to show 40%-50% of students met or exceed their RIT score on NWEA Maps assessments.

AAK has increased engagement in the school community by 20% since 2021. AAK had an enrollment of 152 students attending and engaging in academics during the 2021-2022 school year. AAK is currently serving 176 students at the start of the 2022-2023 school year. The increase of engagement in the school community is due to the increase in personalized learning options offered to all families before and after school. This is a notable positive trend impacting consistent engagement in academics and extra curricular activities.

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Increase academic growth and achievement in reading for all students.

Students will increase academic growth in reading on local assessments to 75% of all students meeting or exceeding grade level benchmarks.



Root Cause: Inconsistent Language Arts Curriculum in grades K-3.

AAK has not been using a CDE READ Act Language Arts Curriculum. Grade level teams have been using multiple curriculums to create language arts lessons.



Root Cause: Lack of implementation of phonics and phonemic awareness instruction.

A research based curriculum teaching the science of reading has not been implemented.



Priority Performance Challenge: Increase academic growth and achievement in math for all students.

Students will increase academic achievement in math on local assessments to 75% of all students meeting or exceeding grade level benchmarks.



Root Cause: Lack of foundational skills in math.

Inconsistent practices in implementing the math curriculum.



Priority Performance Challenge: Increase engagement in the school community by increasing in total enrollment.

AAK will continue to expand personalized learning options to increase total enrollment and consistent engagement by 20% to 38% by the end of the 2022-2023 school year.

Root Cause: Inconsistent personalized learning options.



AAK has not had the personalized learning options needed to increase engagement and arts integration to the core subjects.



Root Cause: Lack of options for families to mitigate no transportation.

With no transportation options AAK has not had the extra curricular options to increase enrollment and engagement in the school community.

Magnitude of Performance Challenges and Rationale for Selection:



An increased trend in academic achievement in reading is needed, although we have shown a decrease in students with a READ plan there is still a significant number of students that are well below and below grade level benchmarks. Currently 24% of 2nd graders are at or above grade level benchmarks. Kindergarten, 1st and 3rd grade have 45%-52% of students at or above grade level benchmarks.

Math continues to show an average of 40% of students meeting or exceeding grade level benchmarks. Growth continues to be noted with small increases in all grades but are not meeting the growth needed to ensure a year's worth of growth in 3rd-5th grade.

Enrollment and academic engagement continues to be a focus due to a severe decline of enrollment from pre pandemic. With a decline of 63 students from 2019-2020 to the 2021-2020 school year, the school community has been drastically impacted.

Magnitude of Root Causes and Rationale for Selection:



AAK administration has worked with teachers, SAC, and our school board to research and adopt a CDE READ Act approved Language Arts curriculum. These discussions began after noting end of year data in reading and the lack of students meeting or exceeding grade level benchmarks. Math data was also presented to all stakeholders and it has been determined that these needs to remain a focus to increase our academic growth.

With a declining enrollment for 2 years AAK administration, the School Accountability Committee and their school board have determined two associated root causes. AAK continues to focus on these areas to increase enrollment and offer out of school programming to our families.

Action Plans

Planning Form



Implementation of a new language arts curriculum.

What will success look like: AAK will implement Benchmark Workshop with fidelity in grades k-3. Students will receive a researched based language arts curriculum to improve academic growth and reduce the percentage of students on a READ Plan.

Describe the research/evidence base supporting the strategy and why it is a good fit: Benchmark Workshop is a CDE READ Act approved curriculum focusing on the science of teaching reading. Using a researched based curriculum with fidelity will improve student's academic growth and achievement in reading.

Associated Root Causes:



Inconsistent Language Arts Curriculum in grades K-3.:

AAK has not been using a CDE READ Act Language Arts Curriculum. Grade level teams have been using multiple curriculums to create language arts lessons.



Lack of implementation of phonics and phonemic awareness instruction.:

A research based curriculum teaching the science of reading has not been implemented.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Curriculum	Implementation of Benchmark Workshop	08/10/2022 06/15/2022 Weekly	Teachers	Not Met
 Phonics Curriculum	Implementation of a researched based phonics program	08/10/2022 06/15/2023 Weekly	Teachers	Not Met



Implementation of interventions

08/22/2022
06/15/2023
Weekly

Teachers, Principal

Not Met

Interventions

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Intervention	The use of iReady for every student for 15 minutes per day	08/10/2022 06/15/2023	iReady	Teachers	In Progress
 Data Review Meetings	Grade level teams will meet every other week to analyze data to determine appropriate interventions	08/17/2022 06/15/2023	Data collected from DIBELS, iReady and Unit assessments	teachers, principal	In Progress



Implementation of Math Intervention

What will success look like: Grades k-5 will implement a 30 minutes math intervention time to support the foundation skills in math.

Describe the research/evidence base supporting the strategy and why it is a good fit: Targeting the foundational skills in math through targeted intervention will support math growth and achievement.

Associated Root Causes:



Lack of foundational skills in math.:

Inconsistent practices in implementing the math curriculum.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Data meetings with grade level teams.

08/10/2022

06/15/2023

Teachers

Weekly

Data Meetings



Math Interventions

08/22/2022

06/15/2023

Teachers, Principal

Weekly

Interventions

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Ability Grouping	Students will receive grade level and ability level math instruction	08/10/2022 06/15/2023	Singapore Math	Teachers	In Progress



Increase personalized learning options

What will success look like: Personalized learning options will after school will include music, art, dance, drama, and STEM activities and will be at capacity.

Describe the research/evidence base supporting the strategy and why it is a good fit: Personalized learning options will increase student's engagement in the school.

Associated Root Causes:



Inconsistent personalized learning options.:

AAK has not had the personalized learning options needed to increase engagement and arts integration to the core subjects.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Add Choir class for students

08/22/2022

06/02/2023

Weekly

CLC Site Coordinator, Music Teacher

Learning Options



Add coding and game design to after school options

09/12/2022

06/01/2023

Weekly

Volunteers, Principal

Personalized Options



Add STEM classes for after school programming

09/12/2022

06/02/2023

Quarterly

CLC Site Coordinator

Personalized Options

Action Steps Associated with MIS

Name

Description

Start/End Date

Resource

Key Personnel

Status



Monitor Attendance

Track and monitor attendance for participation rates

09/01/2022

06/15/2023

CLC attendance tracker

CLC Site Coordinator, CLC staff



Create waiting list

Create a waiting list for classes that are full to ensure all students can participate

09/01/2022

06/15/2023

CLC attendance tracker

CLC Site Coordinator



Create new classes

Create additional classes to accommodate waiting lists

09/01/2022

06/15/2023

Instruments, computers, staff

CLC Staff, CLC Site Coordinator



Continue to increase options to support families.

What will success look like: Offering before and after school programming will increase enrollment due to our facility being open longer hours.

Associated Root Causes:



Lack of options for families to mitigate no transportation.:

With no transportation options AAK has not had the extra curricular options to increase enrollment and engagement in the school community.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 a0S2I000015CoNy	Increase our capacity to support more students	08/10/2022 06/15/2023 Weekly	CLC Site Coordinator	Not Met
 a0S2I000015Crye	Consistent well trained staff	08/10/2022 06/15/2023 Weekly	CLC Site Coordinator, Principal	Not Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Professional Development	Provide ongoing professional development to all new staff	08/10/2022 06/15/2023	Survey to determine professional development	Principal	In Progress
	Create opportunities for staff to teach classes they are passionate	08/10/2022	Survey to determine staff	Principal, CLC	Not Started

School Target Setting



Priority Performance Challenge : Increase academic growth and acheivement in reading for all students.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Academic achievement will be monitored by local and state assessments throughout the year. 75% of students in all grade levels will meet or exceed grade level benchmarks as determined by local assessments.

2023-2024: Academic achievement will be monitored by local and state assessments throughout the year. 80% of students in all grade levels will meet or exceed grade level benchmarks as determined by local assessments.

INTERIM MEASURES FOR 2022-2023: MAPS Assessment: Academic achievement will increase by: Kindergarten from 68% to 75% 1st Grade from 68% to 75% 2nd Grade 67% to 75% 3rd Grade 60% to 75% 4th Grade 66% to 75% 5th Grade 40% to 75%



Priority Performance Challenge : Increase academic growth and achievement in math for all students.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Academic achievement will be monitored by local and state assessments throughout the year. 75% of students in all grade levels will meet or exceed grade level benchmarks as determined by local assessments.

2023-2024: Academic achievement will be monitored by local and state assessments throughout the year. 80% of students in all

grade levels will meet or exceed grade level benchmarks as determined by local assessments.

INTERIM MEASURES FOR 2022-2023: MAPS Assessment: Academic achievement will increase by: Kindergarten from 74% to 80% 1st Grade from 63% to 75% 2nd Grade 50% to 75% 3rd Grade 50% to 75% 4th Grade 68% to 75% 5th Grade 53% to 75%



Priority Performance Challenge : Increase engagement in the school community by increasing in total enrollment.



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Increase enrollment from 152 students to 190 students.

2023-2024: Increase enrollment from 190 to 210 students.

INTERIM MEASURES FOR 2022-2023: Enrollment will be measured after the October count date to meet the 190 student goal. Enrollment for the 23-24 school year will begin to be tracked as of November 1st.



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Attendance

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Increase the number of personalized learning options for students attending CLC. Increase from 5 options to 10 options for students to participate in.

2023-2024: Increase from 10 options to 15 options including a variety of STEM classes to compliment our musical and theater options.

INTERIM MEASURES FOR 2022-2023: By January 2023 AAK will offer 10 personalized learning options that will include athletics and STEM activities to compliment the musical and theater options currently being offered.

Management Report

Academy of Arts & Knowledge

For the period ended September 30, 2022



Prepared by

JP Consulting, LLC.

Prepared on

October 5, 2022

Adopted Date				
	185	151	200	173.5
	FY21	FY22	FY23 Preliminary	FY23 Revised
	Actuals	Actuals	Budget	Budget
Beginning Fund Balance	\$723,050	\$854,604	\$734,383	\$799,704
Revenue				
1000 Revenue Local Sources				
1510000 Interest on Investments	92	48	100	100
1740000 Technology Fees	0	2,625	13,134	8,340
1740074 Field Trips	0	2,351	0	7,500
1750000 Fundraising	18,625	14,454	12,107	5,000
1900004 Activity / Student fees	485	5,715	0	0
1910000 Facility Rental Income	10	53	0	38
1920001 Donations	10,575	3,840	7,969	5,000
1956001 Food Sales, paid by parents	1,342	0	0	10,000
1990000 Miscellaneous	796	3,971	500	500
Total 1000 Revenue Local Sources	\$31,924	\$33,057	\$33,810	\$36,478
3954001 ST Capital Construction 3113	55,974	55,080	58,400	50,662
3954002 ST Mill Levy Equalization 3241	54,721	68,989	165,778	143,813
3954003 ST READ Act 3259	13,460	21,373	21,373	21,373
3954004 ST ECEA SPED 3130	27,121	17,560	26,004	25,531
3954005 ST ELP 3140	1,568	1,829	1,884	1,884
3954006 ST ELPA 3139	1,756	0	0	
3954007 ST ECEA GT 3150	697	1,506	1,062	1,062
3954008 ST At Risk 3235	964	973	0	0
3954010 STATE GT Screening Grant 3228	305	324	350	350
3954014 ST Air Quality Improve. 3278	0	10,500	0	0
3954015 STATE At Risk, Additional 3281	0	14,490	0	0
3954017 High Impact Tutoring Grant 3276	0	6,000	22,500	22,500
3954019 High Needs Grant 3130	0	12,000	0	15,000
3956000 ST Lunch K-2 #3169	0	0	0	
395600 ST Smart Start Breakfast #3164	0	0	0	
READ Act Curriculum Grant	0	0	0	30,000
Total 3000 Revenue State Sources	\$156,566	\$210,624	\$297,352	\$312,175
4000 Revenue Federal Sources				
4010000 Emergency Connectivity	0	33,449	0	0
4954000 FED Title I 4010	30,924	30,271	35,009	30,370
4954001 FED IDEA Part B 4027	28,933	22,050	24,666	24,666
4954002 FED Title III 4367	1,967	1,662	1,712	1,712
4954004 FED Title III 4365	786	697	718	718
4954005 FED CARES 4012	92,295	0	0	0
4010000 FED US Commodities Grant 4550	2,939	3,317	3,417	3,317

Adopted Date				
	185	151	200	173.5
	FY21	FY22	FY23 Preliminary	FY23 Revised
	Actuals	Actuals	Budget	Budget
4954010 FED Title IA Homeless 9202	0	1,500	1,500	1,500
4954011 FED SSRG#6012	18,000	0	0	
4954012 FED Title IA Parent 9211	427	398	410	410
4954013 FED ESSER II 4420	0	63,667	0	
4954014 FED ESSER III 4414	0	96,250	0	
4954014 FED ESSER III 9414	0	27,221	0	
4954015 FED Breakfast 5553	0	24,641	26,626	24,641
4954016 FED Lunch 5555	0	57,461	28,190	57,461
4954017 ESSER I	0	15,405	0	0
4954018 FED Comm. Learning Center 4413	0	145,747	145,750	145,750
4956000 FED Emergency Meals 4559	51,436	5,979	0	0
4956001 FED School Lunch Reimb 4555	3,375	8,185	5,798	8,185
4956002 FED Breakfast Reimb Grant 4553	138	0	0	551
Total 4000 Revenue Federal Sources	\$231,218	\$537,899	\$273,795	\$299,281
5000 Revenue Other Sources				
5710000 State Share Per Pupil Revenue	1,427,775	1,291,929	1,808,706	1,569,070
Total 5000 Revenue Other Sources	1,427,775	1,291,929	1,808,706	1,569,070
Total Revenue	\$1,847,483	\$2,073,509	\$2,413,662	\$2,217,003
Expenditures				
0100 Salaries				
0110103 Salaries BAA Extended Care	0	51,332	0	0
0110105 Salary Admin/Principal	116,083	89,050	88,250	88,250
0110201 Salary Teacher	442,426	501,401	527,221	526,208
0110202 Salary Teacher SPED	25,842	48,065	44,975	44,975
0110233 Salary Nurse	2,637	1,900	2,551	2,551
0110234 Salary OT	17,549	27,930	27,736	22,189
0110236 Salary Psychologist	22,685	23,220	22,205	20,270
0110238 Salary SLP	18,600	16,872	22,514	37,662
0110382 Salary IT Tech	3,469	4,285	6,274	6,274
0110409 Salary Health Aide	19,813	20,044	0	
0110415 Salary Paraprofessional	68,246	131,301	191,012	136,861
0110500 Salary Admin Support	19,130	54,946	81,000	81,000
0110607 Salary Food Services	0	3,432	0	
0110608 Salary Custodian	37,535	56,547	54,260	51,087
0120207 Salary Substitutes	21,196	14,772	16,000	16,000
0150103 Stipends CLC Lead	0	8,370	0	
0150105 Stipends Admin	0	1,525	0	
0150201 Stipends Teacher	2,394	14,703	0	0

Adopted Date				
	185	151	200	173.5
	FY21	FY22	FY23 Preliminary	FY23 Revised
	Actuals	Actuals	Budget	Budget
0150233 Stipends Nurse	0	125	0	
0150234 Stipends OT	0	250	0	
0150236 Stipends Psychologist	0	250	0	
0150238 Stipends SLP	0	250	0	
0150415 Stipends Paraprofessional	0	500	0	12,000
0150500 Stipends Admin Office Support	0	1,000	0	2,000
0150608 Stipends Custodian	0	1,631	0	
Total 0100 Salaries	\$817,603	\$1,073,701	\$1,083,999	\$1,047,327
0200 Employee Benefits				
0210 Life, ELI, ELPI				
0211103 Life EAP ELPI BAA Extend Care	0	121	0	
0211105 Life EAP ELPI Admin	167	110	110	110
0211201 Life EAP ELPI Teacher	1,490	779	1,316	1,316
0211202 Life EAP ELPI Teacher SPED	138	88	110	110
0211207 Life EAP ELPI Substitutes	104	268	206	206
0211233 Life EAP ELI Nurse	40	53	110	110
0211234 Life EAP ELI OT/PT	24	32	110	110
0211236 Life EAP ELPI Psychology	44	53	110	219
0211238 Life EAP ELI SLP	40	53	110	110
0211382 Life EAP ELPI I IT Tech	46	59	110	110
0211409 Life EAP ELPI Health Aide	55	42	0	0
0211415 Life EAP ELPI Paraprofessional	110	219	658	658
0211500 Life EAP ELPI Admin/Business S	139	147	219	219
0211608 Life EAP ELPI Custodial	108	150	219	219
Total 0210 Life, ELI, ELPI	\$2,507	\$2,174	\$3,386	\$3,496
0221 Medicare				
0220103 Med/FICA BAA Extended Care	0	4,567	0	
0220105 Med/FICA Admin	9,048	6,814	6,751	6,751
0220201 Med/FICA Teacher	34,855	39,233	40,332	40,255
0220202 Med/FICA SPED	2,233	3,764	3,441	3,441
0220207 Med/FICA Subs	1,663	1,419	1,148	1,148
0220233 Med/FICA Nurse	203	155	195	195
0220234 Med/FICA Occupational Therap	1,351	2,156	2,122	1,697
0220236 Med/FICA Psychologist	1,742	1,795	1,699	1,551
0220238 Med/FICA SLP	1,427	1,310	1,722	2,881
0220382 Med/FICA IT Tech	266	328	480	480
0220409 Med/FICA Health Aide	1,277	1,533	0	0
0220415 Med/FICA Paraprofessional	4,810	9,764	14,612	10,470

Adopted Date				
	185	151	200	173.5
	FY21	FY22	FY23 Preliminary	FY23 Revised
	Actuals	Actuals	Budget	Budget
0220500 Med/FICA Admin Support	1,699	4,420	6,197	6,197
0220608 Med/FICA Custodian	2,883	4,390	4,151	3,908
Total 0221 Medicare	\$63,458	\$81,648	\$82,850	\$78,974
0250 Health, Dental, Vision				
0250103 Health Dental Vision BAAC Coord	0	0	0	0
0250105 Health Dental Vision Admin	6,365	6,543	6,068	6,761
0250201 Health Dental Vision Teachers	65,269	46,127	66,974	66,385
0250202 Health Dental Vision SPED	3,063	6,744	6,068	6,616
0250415 Health Dental Vision Paraprofes	0	4,805	24,274	6,616
0250500 Health Dental Vision General O	0	5,382	6,068	6,616
0250608 Health Dental Vision Custodian	489	6,112	6,068	236
Total 0250 Health, Dental, Vision	\$75,185	\$75,713	\$115,522	\$93,231
0290 Other Benefits				
0290105 401K Match Admin		1,212	8,000	3,000
0290201 401K Match Teachers	655	3,926		2,252
0290238 401K Match SLP		0		
0290415 401K Match Paraprofessional		0		
0290500 401K Match Business Support		733		1,624
Total 0290 Other Benefits	\$655	\$5,871	\$8,000	\$6,876
Total 0200 Employee Benefits	\$141,805	\$165,406	\$209,758	\$182,578
0300 Purchased Prof & Tech Services				
0300001 Purchased Prof Services	0	6,061	3,000	3,000
0313000 Bank Fees	3,584	690	1,000	1,000
0315000 PayPal Fees	76	158	4,000	2,000
0320000 Professional Development	2,537	10,091	4,000	4,000
0320001 Professional Development Admir	1,281	1,920	500	500
0320002 Payroll Services PEO	10,931	0	0	
0320003 Consulted Education Services	189,001	165,775	195,000	195,000
0328000 Assessments	2,607	14,040	11,000	11,000
0330000 Accounting Services	4,989	0	50	50
0331000 Legal Services	5,841	3,415	6,000	6,000
0332000 Audit Services	8,550	8,800	9,050	9,050
0339000 SPED Services ECEA 3130	0	81	100	100
0339002 Background Checks	977	630	500	500
0339003 Other Prof Svs Consultant	0	500	0	0
0340000 Marketing Services	6,024	34,101	18,000	18,000
0350000 Employee Training and Developm	3,104	1,231	0	10,000
0390000 Other Purch Services Temp Staff	0	14,534	13,000	20,000

Adopted Date				
	185	151	200	173.5
	FY21	FY22	FY23 Preliminary	FY23 Revised
	Actuals	Actuals	Budget	Budget
0399000 CDE PPR Admin Fee	1,711	1,375	7,000	7,000
Total 0300 Purchased Prof & Tech Services	\$241,213	\$263,402	\$272,200	\$287,200
0400 Purchased Property Services				
0410000 Utilities	28,095	0	0	0
0411000 Water & Sewer	4,585	11,822	7,000	11,822
0421000 Disposal Services	144	0	1,000	1,000
0422000 Snow Removal	7,550	0	0	0
0423000 Custodial Services	4,304	7,808	5,000	7,808
0424000 Landscaping	1,948	4,491	6,250	4,491
0430000 Repair & Maintenance	10,726	22,774	25,000	22,774
0441000 Rent or Lease of Buildings	167,384	167,384	263,032	263,032
0441001 Rent Management Fees	12,066	13,575	12,500	13,575
0441002 Rental Storage Unit		1,635	2,000	2,000
0442000 Equipment Rental	17,460	0	0	0
0622000 Supplies Electricity	25,252	41,073	40,000	41,073
Total 0400 Purchased Property Services	\$279,515	\$270,562	\$361,782	\$367,575
0500 Other Purchased Services				
0513000 Contracted Field Trips	0	0	2,000	8,307
0522000 Property Insurance	7,245	12,052	10,000	12,052
0525000 Unemployment Insurance	17,077	18,537	15,830	15,845
0526000 Workers Compensation	7,766	9,303	6,918	7,187
0527000 Multiple-Coverage Insurance	16,114	17,343	19,158	17,343
0530000 Telephone	3,738	4,212	3,500	4,212
0531000 Community Relations	0	1,831	2,000	2,000
0533000 Postage	33	93	200	100
0534000 Internet	2,603	2,832	3,500	4,000
0540000 Advertising & Recruitment	2,946	2,860	5,000	10,437
0572000 Food Management	48,611	83,250	75,000	75,000
0580000 Travel Registration & Entrance	0	0	500	500
0581000 Travel In-State	224	706	1,000	1,000
0594001 Platte Valley Detention Center	1,262	355	1,300	800
0595000 CDE 1% Overhead Fee	27,459	26,321	18,087	15,691
0596000 FS Lunch admin fee 5555	589	2,324	1,600	2,324
0596001 FS Snack Admi Fee 4555	1,432	404	3,500	404
596002 Breakfast admin fee 5553	0	969	0	969
596003 Emergency food admin fee	0	252	0	
0633000 Commodities Expense 4550	2,939	3,317	3,417	3,317
Total 0500 Other Purchased Services	\$140,038	\$186,961	\$172,509	\$181,488

Adopted Date				
	185	151	200	173.5
	FY21	FY22	FY23 Preliminary	FY23 Revised
	Actuals	Actuals	Budget	Budget
0600 Supplies				
0610000 Supplies Elementary	10,411	6,273	10,000	7,000
0610001 Supplies Music	740	1,000	1,500	750
0610002 Supplies Office	2,670	2,741	4,000	3,000
0610003 Supplies Custodial	17,385	9,741	12,000	10,000
0610004 Supplies SPED 3130	216	694	1,000	500
0610006 Supplies G&T 3150	0	0	250	250
0610007 Supplies Library	364	352	500	400
0610008 Supplies Integrated	0	194	150	150
0610011 Supplies Health	5,362	582	1,500	750
0610012 Supplies Homeless	99	0	500	0
0610013 Miscellaneous	366	19	2,500	500
0610074 Supplies Activities F74	1,858	2,100	150	2,200
0614074 Supplies Fundraiser F74	6,734	20	0	35
0621000 Supplies Natural Gas	3,749	5,883	4,003	5,883
0630001 Supplies Food Services	953	429	1,000	1,000
0630002 Supplies Food Services CLLC	0	693	9,000	1,000
0631000 Supplies Milk	4,498	7,988	9,000	8,000
0640000 Supplies Textbooks	10,904	9,711	55,614	52,965
0650000 Supplies Electronic Media Materi	3,940	6,237	2,400	6,266
0650001 Supplies Powerschool	3,954	8,221	4,300	4,405
0690000 Supplies Programs for Staff, Stud	0	5,806	1,000	2,500
0691000 Supplies Security	477	0	500	500
Total 0600 Supplies	\$74,681	\$68,684	\$120,867	\$108,054
0700 Property				
0733000 Equipment FF&E	6,853	0	11,000	4,200
0734000 Equipment Technology	15,531	54,442	3,000	4,390
0735000 Non-Capital Equipment	0	25,332	0	0
0770000 Copier Rental (lease GASB 87)	0	17,215	9,360	9,360
Total 0700 Property	\$22,384	\$96,990	\$23,360	\$17,950
0800 Other Objects				
0810000 Dues & Fees	1,503	2,704	4,500	4,500
0890000 Miscellaneous Scholarships BAAC	750	0	0	0
Total 0800 Other Objects	\$2,253	\$2,704	\$4,500	\$4,500
Total Expenditures	\$1,719,490	\$2,128,408	\$2,248,975	\$2,196,672
Net Operating Revenue	\$127,992	-\$54,900	\$164,687	\$20,332
Tabor	48,500	48,500	64,196	56,437

Adopted Date				
	185	151	200	173.5
	FY21	FY22	FY23 Preliminary	FY23 Revised
	Actuals	Actuals	Budget	Budget
SPED Reserve	0	18,500	18,500	18,500
Unassigned Fund Balance	806,104	732,704	651,687	724,767
Ending Fund Balance	854,604	799,704	734,383	799,704
Days Cash on Hand	181	137	146	133

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Executive Summary

Academy of Arts & Knowledge (AAK) Monthly Financials as of September 30, 2022

Balance Sheet

Total Assets are \$972,021 with outstanding accounts receivable of \$82,217, which relates to reimbursable grant funds AAK has been awarded, including food service reimbursements.

Total Liabilities are \$135,087. Accrued contracts payable for utilities has been recorded for the first quarter of the fiscal year and accrued salary and benefits are for the 2nd payroll of September that will be paid on 10/15/22.

Total Fund Balance is \$836,935. Fund balance is made up of TABOR reserves of \$48,500 and Unassigned/Unrestricted amounts of \$788,435.

Profit & Loss - Proposed Budget vs Actuals

Revenues

For the period ending September 30, 2022, the AAK actual revenues total \$546,099 or 22.63% of the Proposed budget amount of \$2,413,663. AAK is 25.00% through the fiscal year.

Per Pupil funding is currently \$9,043.64 for 200 sFTE (student full time equivalent); October count for the year is estimated at 174sFTE. An adjustment has been made for the amount received to show more accuracy for the reduction in sFTE (reclassified to unearned revenue on the balance sheet).

Expenditures

For the period ending September 30, 2022, total expenditure are \$508,869 or 22.64% of the Proposed budget amount of \$2,247,976.

- Salary and Benefits account for \$250,082 or 49.14% of total actual expenditures

AR Aging Detail – this report shows amounts due to AAK as of September 30, 2022

AP Aging Detail – this report shows the payable amounts to vendors as of September 30, 2022; all invoices have either been paid or are in the process of being paid as of the reporting date

FY22 Profit & Loss to date with prior year comparison – Year to Date comparative data with prior year

FY22 Profit and Loss by Fund/Grant - Profit & Loss showing by the funding sources used by AAK over the fiscal year and what expenditures relate to those revenues

Instructional vs Support Services vs Food Service

Instructional expenditures for the period ending September 30, 2022, totaled \$191,656 or 37.65% of total actual expenditures

Support services (excluding food services) totaled \$303,232 or 59.59% of total actual expenditures

Food service expenditures total \$12,427 and is 2.41% of actual expenditures

FY23 Balance Sheet

As of September 30, 2022

	As of Sep 30, 2022	As of Sep 30, 2021 (PY)	Total % Change
ASSETS			
Current Assets			
Bank Accounts			
8101000 US Bank Operating 4045	519,493	560,571	-7.00 %
8101001 US Bank Reserve 4011	350,209	350,191	0.00 %
8101003 PayPal Bank	6,994	9	75,021.00 %
8101074 US Bank Student Activity 4060	6,333	6,333	0.00 %
8103000 Debit Card	4,204	5,012	-16.00 %
8109074 US Bank Gift Card Funds 2094	2,572	2,545	1.00 %
Total Bank Accounts	889,804	924,662	-4.00 %
Accounts Receivable			
8153000 Accounts Receivable (A/R)	0	0	
8131001 Default QBO AR	32,862	55,385	-41.00 %
8142000 Grant Accounts Receivable (A/R)	49,355	59,136	-17.00 %
Total 8153000 Accounts Receivable (A/R)	82,217	114,521	-28.00 %
Total Accounts Receivable	82,217	114,521	-28.00 %
Total Current Assets	972,021	1,039,183	-6.00 %
TOTAL ASSETS	\$972,021	\$1,039,183	-6.00 %
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
7421000 Accounts Payable (A/P)	1,426	7,748	-82.00 %
Total Accounts Payable	1,426	7,748	-82.00 %
Credit Cards			
7421001 American Express	6,085	1,058	475.00 %
Total Credit Cards	6,085	1,058	475.00 %
Other Current Liabilities			
7431000 Contracts Payable	24,849	30,710	-19.00 %
7461000 Accrued Salary & Benefit	51,436	53,253	-3.00 %
7482000 Deferred Revenue	49,742	0	
7482002 Deferred Revenue ELPA	1,549	1,829	-15.00 %
Total Other Current Liabilities	127,577	85,792	49.00 %
Total Current Liabilities	135,087	94,598	43.00 %
Total Liabilities	135,087	94,598	43.00 %
Equity			
6721000 Fund Balance TABOR	48,500	48,500	0.00 %
6770000 Fund Balance Unassigned	674,715	729,615	-8.00 %
6770074 Fund Balance Unassigned F74	5,751	5,751	0.00 %
6790000 Unrestricted Net Assets	70,738	70,738	0.00 %

	Total		
	As of Sep 30, 2022	As of Sep 30, 2021 (PY)	% Change
Net Revenue	37,231	89,981	-59.00 %
Total Equity	836,935	944,585	-11.00 %
TOTAL LIABILITIES AND EQUITY	\$972,021	\$1,039,183	-6.00 %

FY23 Actuals vs Proposed Budget

July - September, 2022

			Total
	Actual	Budget	% of Budget
REVENUE			
1000 Revenue Local Sources	9,897	5,635	176.00 %
3000 Revenue State Sources	86,614	49,559	175.00 %
4000 Revenue Federal Sources	47,149	45,633	103.00 %
5000 Revenue Other Sources	402,440	301,451	134.00 %
Total Revenue	546,099	402,277	136.00 %
GROSS PROFIT	546,099	402,277	136.00 %
EXPENDITURES			
0100 Salaries	210,153	180,667	116.00 %
0200 Employee Benefits	39,929	34,960	114.00 %
0300 Purchased Prof & Tech Services	39,654	45,367	87.00 %
0400 Purchased Property Services	88,324	60,297	146.00 %
0500 Other Purchased Services	59,983	28,752	209.00 %
0600 Supplies	66,367	20,144	329.00 %
0700 Property	875	3,893	22.00 %
0800 Other Objects	3,584	750	478.00 %
Total Expenditures	508,869	374,829	136.00 %
NET OPERATING REVENUE	37,231	27,448	136.00 %
NET REVENUE	\$37,231	\$27,448	136.00 %

A/R Aging Detail

As of September 30, 2022

Date	Transaction Type	Num	Client	Business	Due Date	Amount	Open Balance
91 or more days past due							
05/31/2022	Pledge	1250	CSI	4010 Title IA	05/31/2022	15,766.97	44.18
05/31/2022	Pledge	1247	CSI	4413 CLC	05/31/2022	24,706.63	24,706.63
Total for 91 or more days past due						\$40,473.60	\$24,750.81
1 - 30 days past due							
09/01/2022	Pledge	1275	CSI	3113 Capital Construction	09/16/2022	4,583.86	4,583.86
09/20/2022	Pledge	1276	Orton Academy	11 General Fund	09/20/2022	713.61	713.61
Total for 1 - 30 days past due						\$5,297.47	\$5,297.47
Current							
09/30/2022	Journal Entry	JE00156	CSI	11 General Fund	09/30/2022	49,355.19	49,355.19
09/01/2022	Pledge	1278	CDE	21 Food Svs Fund	10/01/2022	2,813.67	2,813.67
Total for Current						\$52,168.86	\$52,168.86
TOTAL						\$97,939.93	\$82,217.14

A/P Aging Detail

As of September 30, 2022

Date	Transaction Type	Num	Vendor	Business	Due Date	Past Due	Amount	Open Balance
Current								
09/23/2022	Bill	7339-R	Michaels of Denver Catering, Inc	21 Food Svs Fund	10/13/2022	-8	123.10	123.10
09/30/2022	Bill	73369	Michaels of Denver Catering, Inc	21 Food Svs Fund	10/20/2022	-15	1,302.60	1,302.60
Total for Current							\$1,425.70	\$1,425.70
TOTAL							\$1,425.70	\$1,425.70

FY23 Profit and Loss Comparative

July - September, 2022

		Total
	Jul - Sep, 2022	Jul - Sep, 2021 (PP)
REVENUE		
1000 Revenue Local Sources	9,897	703
3000 Revenue State Sources	86,614	68,216
4000 Revenue Federal Sources	47,149	84,809
5000 Revenue Other Sources	402,440	456,964
Total Revenue	546,099	610,691
GROSS PROFIT	546,099	610,691
EXPENDITURES		
0100 Salaries	210,153	216,721
0200 Employee Benefits	39,929	29,955
0300 Purchased Prof & Tech Services	39,654	85,502
0400 Purchased Property Services	88,324	75,823
0500 Other Purchased Services	59,983	51,644
0600 Supplies	66,367	29,479
0700 Property	875	29,932
0800 Other Objects	3,584	1,654
Total Expenditures	508,869	520,710
NET OPERATING REVENUE	37,231	89,981
NET REVENUE	\$37,231	\$89,981

FY23 Expenditures Instructional

July - September, 2022

	Instructional Support	0010 Elementary Ed	0060 Integrated Ed	1700 SPED	Total Instructional Support	TOTAL
REVENUE						
Total Revenue					0	0
GROSS PROFIT	0	0	0	0	0	0
EXPENDITURES						
0100 Salaries		60,142	26,187	7,072	93,401	93,401
0200 Employee Benefits		16,513	6,761	1,972	25,246	25,246
0300 Purchased Prof & Tech Services		4,076			4,076	4,076
0500 Other Purchased Services		7,379	450		7,829	7,829
0600 Supplies		60,693	373	38	61,104	61,104
Total Expenditures	0	148,803	33,771	9,082	191,656	191,656
NET OPERATING REVENUE	0	-148,803	-33,771	-9,082	-191,656	-191,656
						\$ -
NET REVENUE	\$0	\$ -148,803	\$ -33,771	\$ -9,082	\$ -191,656	191,656

FY23 Expenditures Support Services

July - September, 2022

	Support Services	2100 SS Students	2130 SS Health Svs	2140 SS Psych	2150 SS SLP	2160 SS OT PT	2213 SS Instruct Staff Tm	2220 SS Library/IT	2240 Technology	2300 SS Gen Admin	2315 SS Legal Svs	2317 SS Audit Svs	2410 SS School Admin	2510 SS Business Svs	2620 SS Op Bldg Svs	2630 Care and Upkeep Grounds Svs	2660 SS Security Svs	2823 Public Comm Svs	2830 SS Staff Svs	2845 Telecom. Svs	2850 SS Risk Mgmt Svs	2900 Extended Day Svs	Total Support Services	TOTAL		
REVENUE																										
Total Revenue																							0	0		
GROSS PROFIT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
EXPENDITURES																										
0100 Salaries			4,961	4,153	6,277	6,743			1,791				38,831	0	12,360								40,710	115,826	115,826	
0200 Employee Benefits			283	160	491	297							7,036	0	1,262									5,005	14,684	14,684
0300 Purchased Prof & Tech Services							7,102			4,522	641	5,775	314	12,602				75	4,050	39	181		263	35,563	35,563	
0400 Purchased Property Services															85,866	2,458								88,324	88,324	
0500 Other Purchased Services		182								13,616			65					10,886	564	2,117	12,296	296	40,021	40,021		
0600 Supplies			133					299	47				548	561	2,010		477	129		79		74	4,356	4,356		
0700 Property													875											875	875	
0800 Other Objects													3,584											3,584	3,584	
Total Expenditures	0	182	5,377	4,313	6,768	7,040	7,102	299	1,988	18,138	641	5,775	51,251	13,163	101,498	2,458	477	11,090	4,615	2,235	12,476	46,348	303,232	303,232		
NET OPERATING REVENUE	0	-182	-5,377	-4,313	-6,768	-7,040	-7,102	-299	-1,988	-18,138	-641	-5,775	-51,251	-13,163	-101,498	-2,458	-477	-11,090	-4,615	-2,235	-12,476	-46,348	-303,232	-303,232		
NET REVENUE	\$0	\$-182	\$-5,377	\$-4,313	\$-6,768	\$-7,040	\$-7,102	\$-299	\$-1,988	\$-18,138	\$-641	\$-5,775	\$-51,251	\$-13,163	\$-101,498	\$-2,458	\$-477	\$-11,090	\$-4,615	\$-2,235	\$-12,476	\$-46,348	\$-303,232	\$-303,232		

FY23 Profit & Loss Food Services

July - September, 2022

	Total
REVENUE	
1000 Revenue Local Sources	
1740074 Field Trips	599
1750000 Fundraising	210
1900004 Activity / Student fees	375
1956001 Food Sales, paid by parents	684
Total 1000 Revenue Local Sources	1,868
3000 Revenue State Sources	
3956000 ST Lunch K-2 Reimb 3169	35
3956001 ST Start Smart Grant 3164	2
Total 3000 Revenue State Sources	38
4000 Revenue Federal Sources	
4010001 FED US Commodities Grant 4555	1,371
4956001 FED FS School Lunch Reimb 4555	2,419
4956002 FED FS Breakfast Reimb Grant 4553	551
Total 4000 Revenue Federal Sources	4,341
Total Revenue	6,247
GROSS PROFIT	6,247
EXPENDITURES	
0100 Salaries	
0110607 Salary Food Services	421
Total 0100 Salaries	421
0300 Purchased Prof & Tech Services	
0339002 PPTS Background Checks	-18
Total 0300 Purchased Prof & Tech Services	-18
0500 Other Purchased Services	
0572000 OPS FS Food Management	9,535
0596000 OPS FS Lunch admin fee 5555	42
0596001 OPS FS Fee Snack Admin Fee 4555	152
0633000 OPS FS Commodities Expense 4550	1,371
Total 0500 Other Purchased Services	11,100
0600 Supplies	
0631000 Supplies FS Milk	906
Total 0600 Supplies	906
0700 Property	
0770000 Prop. Copier Rental (lease GASB 87)	-3,733
Total 0700 Property	-3,733
Total Expenditures	8,676
NET OPERATING REVENUE	-2,428
NET REVENUE	\$ -2,428

-
- These financials are for internal use only
 - These financials have not been audited. No assurance is made pertaining to their accuracy
 - These financials should not be relied upon by any third-party entity
 - No work was performed to identify embezzlement, fraud or other irregularities



Academy of Arts and Knowledge

Creating an environment in which all students can reach their full potential.

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The Academy of Arts & Knowledge recognizes that state and federal law requires its students to take the CMAS (English language arts, math, science and social studies) standardized assessments in grades third through fifth. AAK will administer ACCESS for all qualifying students. Accordingly, AAK shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the school to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and, the school's assessment calendar. This policy and its accompanying regulation represent the school's processes to address these requirements.

AAK will utilize the online version for CMAS ELA, math, science, and social studies assessments in grades third, fourth, and fifth. AAK will utilize the online version of the WIDA ACCESS assessment. The technological capacity and resources of AAK are now compatible with the computerized format at this time. Should this situation change in the future, this policy will be updated accordingly.

For students with disabilities, the use of pencil and paper or a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

Also included are the Colorado Alternate Assessment (CoAlt) which covers ELA, math, science, and social studies. This is administered to students with significant cognitive disabilities who are instructed and assessed on alternate achievement standards. A student's IEP team makes the determination if a student qualifies for the alternate assessment following criteria provided by the Colorado Department of Education Exceptional Services Unit via the eligibility worksheet. For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

In accordance with state law and this policy's accompanying regulation, the school shall develop an assessment calendar and related information for parents/guardians on an annual basis to inform them about the state and school assessments that the school plans to administer during the school year. This information shall also be posted on the school's website. At a minimum,



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the school assessment calendar shall include:

- An estimate of the testing hours required on each testing day;
- Whether the assessments are required by federal and/or state law or was selected by the school;
- The purpose of the assessment;
- The manner in which the assessment results will be used by the school and by the Colorado Department of Education (if applicable).

AAK will strongly encourage families to participate in all school assessments as part of school-wide expectations. A parent/guardian who wishes to exempt his or her child from CMAS assessment may request that his or her child be exempt from participating in one or more state assessments and by following these guidelines:

- The request for exemption must be submitted in writing to the Principal. The request forms are available at the front office.
- The parent/guardian will not be required to state the reason for asking for the exemption unless they wish to.
- The request for exemption may apply to all or specific state assessments administered to the student during the school year.
- A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years require a new written request.
- Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the school may plan accordingly.

In accordance with state law, the school shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment. This policy's exemption process shall apply only to state assessments and shall not apply to school or classroom assessments and will be reviewed annually by our School Accountability Committee (SAC).

AAK Board Subcommittee And Sanctioned Organization Policy

Purpose and Scope: This policy addresses requirements for subcommittees or organizations sanctioned by, sponsored by, authorized by, or representing the Board of Directors (BOD), including but not limited to the Parent Teacher Organization (PTO), Parent Action Committee (PAC) and Booster Club (BC). In the event of a conflict between this policy and currently approved organizational bylaws the directives outlined in this policy shall apply.

1.0 Subcommittees

1.1 Subcommittees are created by the BOD as required

- Vote to create a subcommittee will include at a minimum:
 - Committee size and makeup
 - Any BOD authority or responsibilities delegated to the subcommittee
 - Committee purpose and goal
- Subcommittees may be permanent or temporary
- At the request of the subcommittee chair the BOD may suspend operations for permanent subcommittees when they expect the committee to be required at a later date
- All BOD subcommittees will include in their membership at least one BOD member
 - A BOD member will chair the subcommittee
- All permanent BOD subcommittees will develop and publish a mission statement
- The subcommittee chair is responsible for developing any written policies required for the operation of the subcommittee
 - All subcommittee policies will be reviewed and approved by a simple majority vote of the BOD membership

2.0 Sanctioned Organizations

2.1 Covered Organizations

- Organizations meeting any of the following criteria must be sanctioned by the BOD prior to operating:
 - Use the School and/or any applicable names or logos
 - Use the School email system or email distribution lists
 - Perform fundraising in the name of the School
 - Perform fundraising on School properties or at a School sponsored event
 - Conduct operations in the name of the School
 - Conduct operations on the School properties
 - Any organization that represents itself as being affiliated with the School
- The BOD may - by unanimous vote - exempt an organization from this policy. This option is at the sole discretion of the BOD

2.2 Sanctioning Process

- Any organization wishing to be sanctioned shall:
 - Request in writing to be added as a discussion item on a BOD meeting agenda
 - The board will respond within ten business days in writing with the date and time of the meeting when the request will be discussed.
- The requester shall bring draft mission statement, vision statement, and bylaws to the BOD meeting
 - Parent-led organizations will develop and publish a mission statement
- The BOD will work with the requesting organization to finalize and approve the organization bylaws
 - The BOD will attempt to finalize organization bylaws within sixty days of the BOD meeting at which the request was first discussed
 - The BOD may choose to have the School attorney review proposed organizational bylaws. The BOD may also require the requesting organization to cover any and all fees associated with the legal review.
- The organization may not begin operations until after the organization is sanctioned by the BOD through a simple majority vote and review of any mission statement.
 - Operations include but are not limited to:
 - Use of the School names or logos

- Use of the School facilities or email system
 - Any fundraising planning or activity
 - Mass parent or student contact other than interest surveys with prior approval from the BOD
- The BOD may by a simple majority vote grant an interim to the requesting organization
- Interim approval will be reflected in BOD meeting minutes and shall define what activities are allowed and for what time period the interim approval is valid.

2.3 Board Sanction

- Receiving BOD Sanction
 - The BOD will vote to approve by a simple majority the organization's sanction and the organization's bylaws
 - Any modifications to the organization's bylaws must be approved by a simple majority of the BOD
- Maintaining BOD Sanction
 - In order to maintain BOD sanction/endorsement a sanctioned organization/subcommittee at a minimum must:
 - Comply with all existing BOD policies and directives
 - Directives include verbal, written, and email communications from the BOD indicated to be directive in nature. Verbal direction should be followed up with a written or email notification. Approved BOD minutes are considered a form of official written notification.
 - BOD policies include BOD policies, school operations policies, and Charter Authorizer policies relevant to the School as determined by the BOD
 - Policies may be modified, added, or deleted at any time. Sanctioned organizations are expected to comply with all approved policies. In the event of a new requirement, a reasonable amount of time will be set by the BOD for organization compliance.
- Comply with all School staff member direction

- Staff members acting as agents of the BOD must be considered authoritative at all times. In the event of a disagreement between organization leadership and staff, the staff member direction shall be considered a BOD directive until such time as the BOD can formally address the issue
- Comply with BOD approved organization bylaws
 - Changes to organization bylaws must be approved by the BOD

Remedy for Non-Compliance

The following are guidelines for remedy of noncompliance. At the sole discretion of the BOD, noncompliance may be remedied by any actions approved by the BOD through a unanimous vote. All actions involving activity suspensions of thirty days require a five business day public notification of BOD vote. Actions involving longer suspensions or removal of officers require a ten business day public notification of BOD vote.

- Level One Remedy
 - Remedy approved by BOD simple majority vote
 - Email notification to BOD point of contact and organizational email informing organization of violation and requesting resolution of non-compliance by a BOD determined date.
- Level Two Remedy
 - Remedy approved by BOD unanimous vote
 - Email notification to BOD point of contact and organizational email informing organization of violation and requesting resolution of non-compliance by a BOD determined date.
 - If the BOD deadline for resolution is not met, all organizational functions are suspended until non-compliance is remedied.
- Level Three Remedy
 - Intent to vote on remedy is posted in the BOD approved public notice posting location five business days prior to vote
 - Remedy approved by BOD unanimous vote
 - Email notification to BOD point of contact and organizational email informing organization of violation and requesting resolution of non-compliance by a BOD determined date.

- All organization functions are suspended for thirty days and until the non-compliance is remedied.
- Level Four Remedy
 - Intent to vote on remedy is posted in the BOD approved public notice posting location ten business days prior to vote
 - Intent to vote on remedy is included in the school weekly email to parents
 - Remedy approved by BOD unanimous vote
 - Email notification to organizational email informing organization of violation and requesting resolution of non-compliance by a BOD determined date. All organization functions are suspended until a joint meeting is held between the BOD and the organization officers. The BOD may choose to suspend organization operations until the organization process to replace officers is exercised.
- Level Five Remedy
 - Intent to vote on remedy is posted in the BOD approved public notice posting location is posted ten business days prior to vote
 - Intent to vote on remedy is included in the school weekly email to parents
 - Remedy approved by BOD unanimous vote
 - Email notification to organizational email informing organization of violation and requesting resolution of non-compliance by a BOD determined date. All organization functions are suspended for the remainder of the school year. The BOD may choose to suspend organization operations until the organization process to replace officers is exercised.
- Level Six Remedy
 - Intent to vote on remedy is posted in the BOD approved public notice posting location twenty business days prior to scheduled vote
 - Intent to vote on remedy is included in the school weekly email to parents
 - Remedy approved by BOD unanimous vote
 - Organization is dissolved and BOD takes over finances for the organization. Once outstanding debts are resolved the remaining funds in the organizational accounts will be transferred to the general fund.
- Removal of Members/Officer

- Per Section 4 of the “Subcommittee and Sanctioned Organization Elected and Appointed Position Eligibility Policy,” the BOD has final authority concerning the eligibility of elected and appointed positions, and the removal of elected or appointed individuals of subcommittees and sanctioned organizations.

2.4 Board Communications

BOD Point of Contact

- The BOD considers the president or ranking officer in the organization the BOD point of contact.
- The ranking officer may delegate this responsibility by identifying the desired point of contact and providing contact information to the BOD.
- The BOD requires contact information for all organization officers or leadership. Minimum contact information will include names, phone numbers, and email addresses.
 - The BOD will be notified within 5 business days of any change in organization officers or leadership
 - The BOD will be notified within 5 business days of any change in organization officers or leadership contact information

BOD Email Communications

- Email correspondence from the BOD may be copied to an organizational account but it will be addressed to the BOD point of contact
- Failure to respond to BOD email within five business days will be considered non-compliance and they BOD may choose to initiate a remedy action

BOD Meeting Requests

- Official BOD meeting requests will be addressed to the BOD point of contact and copied to the organization email account
- Failure to respond to a BOD meeting request within five business days will be considered non-compliance and the BOD may choose to initiate a remedy action

- Coordination of organization officers or leadership to support a BOD requested meeting is the sole responsibility of the president or ranking officer of the organization

BOD Reports

- The BOD requires a report from all sanctioned organizations monthly. Failure to comply with monthly reporting requirements will be considered noncompliance and the BOD may take remedy actions
- Organization monthly reports are due to the BOD email account NLT than five business days prior to the regularly scheduled BOD monthly meeting
- Organization monthly reports shall be submitted electronically
 - Hardcopies will not be accepted
 - Information contained on the monthly report should be as current as possible but must at least be current as of the Friday before the report due date.
 - Representatives may attend and/or be asked to attend meetings to address BOD questions

2.5 Contracts

Scope of Contracts

- Organizations and Subcommittees are not agents of the BOD they may not enter into any contract with a scope beyond their own organization
- Organizations may not enter into any contract with a period of performance that extends beyond the current term of the officers signing the contract

Contract Approval

- Any contract signed by a sanctioned organization or subcommittee must be approved by a majority vote of the BOD prior to the contract being signed
- Any contract received at least seven days prior to the regular scheduled BOD meeting will be added to the agenda and reviewed at the BOD meeting.
- The BOD will make every effort to approve the contract at that meeting.
- Requesting organization must have in person representation at the BOD meeting or the contract will not be reviewed.

- At the sole discretion of the BOD, the BOD may choose to have a legal review of any submitted contract. The BOD may also require the requesting organization to cover any and all fees associated with the legal review.

Contract Default

- The BOD is not responsible for any breach or default of contract that may result from a remedy action which suspends organizational activities. Any penalties or fees in these situations are the sole responsibility of the organization signing the contract

2.6 Financial Accountability

In addition to the required monthly reports, all subcommittees and sanctioned organizations that have revenues must establish these general accounting practices

- All invoices for payment for goods or services shall require the approval of at least one designated officer of the organization
- All reimbursements to individuals must be accompanied by a reimbursement form that includes a copy of the receipts documenting the expenditure
- No member of the organization shall approve reimbursement to themselves without co-approval by an officer of the organization
- The financial documents and accounting records of the organization shall be accessible upon a reasonable request by the board and its appointed auditor

The BOD also recommends that all subcommittees and sanctioned organizations that have revenues establish these general accounting best practices

- All revenues received should be collected by a person other than the person that prepares the cash deposit
- All cash receipts or cash submissions should be recorded with a receipt and deposited within one business day

2.7 Sales Tax

In accordance with Colorado Tax Code (1968 Code_3-75;Ord.80-105;Ord 01-42) the board defines a school sponsored person as any person who is a student enrolled in the school or is an organization primarily composed of students enrolled in the school. Fundraising organizations should review the tax code for the ramifications of this definition on the requirement to collect sales tax for fundraising activities.

Adopted: